DOCUMENT RESUME

ED 234 097 TM 830 793

AUTHOR	Pratt, Theodore B., Ed.
TITLE	National Assessment of Education Progress, 1969-1983: A Bibliography of Documents in the ERIC Database.
INSTITUTION	Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
REPORT NO	ISBN-0-89398-481-7
PUB DATE	Oct 83
GRANT	NIE-G-80-0003
NOTE	222p.; Contains 575 references.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	*Annotated Bibliographies; *Educational Assessment; *National Surveys; Outcomes of Education
IDENTIFIERS	*National Assessment of Educational Progress

ABSTRACT

During its first 14 years of existence, the National Assessment of Educational Progress (NAEP) was located at the Education Commission of the States (ECS). This annotated bibliography of 575 references lists all major publications by or about NAEP published between 1969 and 1983. References are in a classified arrangement, by specific or special assessment. Documents not dealing with a specific assessment are grouped by: Methodological Publications; Special Analyses; and General and Miscellaneous. Materials by NAEP are separated from materials about NAEP done by external organizations. Subject, Personal Author, and Preparing Institution indexes are provided. The compilation is based on materials (documents and journal articles) archived in the database of the Educational Resources Information Center (ERIC), and therefore most documents cited can be obtained through the ERIC Document Reproduction Service (EDRS). (WTB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED234097

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS 1969-1983: A BIBLIOGRAPHY OF DOCUMENTS IN THE ERIC DATABASE

Theodore B. Pratt, Ph.D., *Editor*

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

October 1983

TM 830 793

Published by the National Assessment of
Educational Progress, 1860 Lincoln Street,
Suite 700
Denver, Colorado 80295

ISBN 0-89398-481-7

This publication was prepared with funding from the National Institute of Education, U.S. Department of Education, under Grant NIE-G-80-0003. Its citation and index sections were photocomposed by ORI, Inc., Information Systems Division, Bethesda, MD. on the basis of records selected from the ERIC database by NAEP.

TABLE OF CONTENTS

I. INTRODUCTION

A Pioneer in Measurement Techniques v
An Idea Becomes Reality vi
NAEP Through the Years vi
A Look at NAEP Findings vi
Using the Bibliography vii

II. CITATIONS

A. Official ECS/NAEP-Generated Documents 1
  1. Specific Assessments 1
    a. ART 1
    b. CAREER AND OCCUPATIONAL DEVELOPMENT 5
    c. CITIZENSHIP (see Social Studies also) 9
    d. LITERATURE (see Reading also) 13
    e. MATHEMATICS 17
    f. MUSIC 23
    g. READING (see Literature also) 27
    h. SCIENCE 35
    i. SOCIAL STUDIES (see Citizenship also) 43
    j. WRITING 47

  2. Special Assessments and Probes 55
    a. ADULT READING MINI ASSESSMENT 55
    c. BASIC LIFE SKILLS MINI ASSESSMENT 57
    d. CONSUMER SKILLS MINI ASSESSMENT 59
    e. ENERGY KNOWLEDGE ATTITUDES MINI ASSESSMENT 61
    f. FUNCTIONAL LITERACY MINI ASSESSMENT 63
    g. HEALTH AWARENESS MINI ASSESSMENT 65
    h. MATH MINI ASSESSMENT 67
    i. CAREER AND OCCUPATIONAL DEVELOPMENT MINI ASSESSMENT 69

TABLE OF CONTENTS (continued)

3. NAEP Publications Not Related to Specific Single Assessment 71
a. Methodological Publications 71
b. Special Analyses 81
c. General and Miscellaneous 87

B. Publications About NAEP from Non-ECS/NAEP Sources 91
1. Specific Assessments 91
a. ART 91
b. CAREER AND OCCUPATIONAL DEVELOPMENT 93
c. CITIZENSHIP 97
d. LITERATURE 99
e. MATHEMATICS 101
f. MUSIC 107
g. READING 109
h. SCIENCE 113
i. SOCIAL STUDIES 117
j. WRITING 121
2. Special Assessments and Probes 123
b. ADULT SCIENCE MINI ASSESSMENT 123
c. BASIC LIFE SKILLS MINI ASSESSMENT 125
h. MATH MINI ASSESSMENT 127
3. NAEP Publications Not Related to Specific Single Assessment 129
a. Methodological Publications 129
b. Special Analyses 137
c. General and Miscellaneous 159

III. INDEXES

Subject 165
Author 219
Institution 229

IV. SOURCES OF DOCUMENTS 237

I. INTRODUCTION

This volume is a comprehensive bibliography of documents and journal articles by and about the National Assessment of Educational Progress (NAEP) that have been entered into the Educational Resources Information Center (ERIC) database. It covers the period 1969 through mid-1983.

Since 1969, the National Assessment of Educational Progress has surveyed educational achievement across the country and reported its findings to the nation. It has tracked attainment levels of 9-, 13- and 17-year-olds and at times those of adults in various learning areas: art, citizenship/social studies, career and occupational development, mathematics, music, reading/literature, science and writing. The information NAEP has gathered offers all who are interested in education an unprecedented opportunity to examine achievement in different learning areas, to detect changes in achievement over the years and to consider the implications of those changes for educational policies.

During its first 14 years of data collection, National Assessment was administered by the Education Commission of the States (ECS), Denver, Colorado, a stewardship that ended in 1983 when a competitive procurement transferred administration of the program to the Educational Testing Service (ETS) of Princeton, New Jersey.

This bibliography provides a record of NAEP activities under ECS's leadership, listing all major publications by and about National Assessment published between 1969 and 1983. Designed to facilitate quick access to information on NAEP materials, findings, procedures and history, it is intended as a resource for researchers, education organizations and agencies, legislators, educators and others with an interest in education. Most of the materials listed are available in reproduced copy through the ERIC information system and thus can be easily obtained.

A Pioneer in Measurement Techniques

From its beginning as no more than an idea in 1963, NAEP has evolved steadily into one of the most sophisticated and comprehensive educational measurement programs in the world. Under ECS's leadership, it has:

- Pioneered large-scale assessment technology.
- Developed methods to measure and analyze changes in education performance.
- Significantly influenced the development of state and local assessment programs.
- Led the way in measuring complex skills in reading, writing, mathematics, art, citizenship, science and other areas.
- Contributed unique information about critical social issues such as the performance of disadvantaged youngsters, racial/ethnic groups and language minorities.
- Clarified education trends by differentiating patterns of change in lower-order or "basic" skills and higher-order abilities.

Before National Assessment, the quality of American education was measured largely in terms of student-teacher ratios and per pupil expenditures. However, these figures gave no real indication about the knowledge, skills and attitudes students took away as a result of those expenditures. National Assessment provides reliable information on students' performance with respect to generally agreed-upon goals for education—information that can be used to assist the states and others in making plans to meet their own specific goals.

An Idea Becomes Reality

The articles, reports, item sets, objectives, procedural studies and commentaries listed in this bibliography chronicle National Assessment's history during its tenure with the Education Commission of the States. It is a history filled with ups and downs, obstacles encountered and challenges faced and met.

The assessment was conceived in 1963 when Francis Keppel, then U.S. Commissioner of Education, saw the need for a nationwide survey of educational achievement, and joined forces with Ralph Tyler, long-time leader in large-scale testing, to determine the feasibility of such a plan.

Between 1964 and 1969, initial assessment planning and development activities were carried out with support from both the Carnegie Corporation and the Ford Foundation. During this time, objectives and items in 10 learning areas were developed, sampling and data collection strategies planned and data analyses formulated and outlined.

The assessment's designers opted to structure assessments through a consensus process. In this process, educators, scholars and lay persons from across the country designed objectives for each learning area, proposing general goals they felt Americans should be achieving in the course of their education. After careful reviews, the objectives were given to item writers, whose task it was to create measurement instruments appropriate to the objectives.

After the items passed extensive reviews by subject-matter specialists, measurement experts and lay persons, they were administered to probability samples. The young people sampled were chosen in such a way that the results of their assessment could be generalized to the entire national population.

Even as the assessment methodologies were being planned, opposition to the idea of a "national" assessment began building among professional education organizations, fueled by fears of a national test and the ensuing potential for a single national curriculum.

Contributing to their fears was the fact that a continuing project of such magnitude required federal funding, raising the spectre of federal intrusion and even federal control in education. Accordingly, in 1969 the Education Commission of the States, an organization founded in the mid-1960s to present the states' views to the federal government, was asked to administer the program. ECS' sponsorship in large part defused educators' objections to the assessment.

Since 1971, the project has been completely supported by federal funds. Funding agencies through the years have been the Office of Education, the National Center for Education Statistics (NCES), and, currently, the National Institute of Education (NIE).

NAEP Through the Years

National Assessment began data collection in 1969 with the assessment of three learning areas: citizenship, science and writing. Students aged 9, 13 and 17; out-of-school 17-year-olds; and young adults aged 26-35 were surveyed. As the seventies began, NAEP settled into continuous cycles of item development, data collection and reporting, with simultaneous development of items in some areas as data were being collected, analyzed and reported in others.

These were pioneering years. NAEP forged ahead with innovative large-scale measurement techniques. Students were assessed on their performance in a group discussion of citizenship issues; they wrote essays, drew pictures, performed science experiments, sang and played musical instruments. In mathematics, older respondents balanced a checkbook. Trained observers scored achievement levels on these tasks.

National Assessment did more than simply collect and report achievement data. Potential users were encouraged to avail themselves of NAEP data and items. Public-use data tapes were first produced in 1975, allowing outside researchers access to the NAEP database. Work on refining the data tapes has continued since then with a commitment to making them easily usable by those interested in analyzing NAEP data. Other agencies were invited to "piggyback" their data collection efforts with NAEP's and several did so. State and local agencies were also encouraged to make use of assessment items. Texas, Maine, Minnesota, Connecticut and North Dakota are among the states that have used NAEP items and compared their results with national levels.

In 1974, the project experienced the first in a series of funding cuts, and the young adult assessment was dropped. Funding considerations caused NAEP to switch to assessing one major learning area per year in 1976 and to every-other-year data collection in 1980.

A Look at NAEP Findings

With data now available over three points in time in many subject areas, trends in achievement can be plotted and their implications examined. NAEP's analyses have revealed both reasons for hope and for concern about directions in the nation's schools. In science, by the late seventies declines seen earlier in the decade had ended for 9- and 13-year-olds and had slowed for 17-year-olds. Writing skills remained stable during the seventies. Reading achievement of 9-year-olds increased substantially, while that of their older brothers and sisters did not change. In 1983, results of the third round mathematics assessment showed that declines of the mid-seventies had halted for 17-year-olds and 13-year-olds' skills had improved. Furthermore, sizeable improvements occurred in various learning areas for some groups of disadvantaged youngsters, particularly at the younger ages.

But overall findings are not the entire story. NAEP findings show improvements tend to be clustered in lower-order, or more "basic" skills and are most in evidence for younger students and a number of groups typically considered disadvantaged. Declines, on the other hand, have been recorded for higher-order, more complex tasks such as mathematics problem solving, writing to persuade, and for 17-year-olds, inferential reading comprehension. Older students and academic high achievers have also experienced performance drops.

Using the Bibliography

This bibliography has been made possible through the joint efforts of the National Assessment staff at the Education Commission of the States and the Educational Resources Information Center (ERIC) system. It provides comprehensive documentation of NAEP, serving as a permanent record of sources about NAEP data, procedures and history. It is organized so that the reader with a specific question or area of interest can locate that topic immediately while those with more general concerns can browse through a number of sources.

The Table of Contents shows the organization of this bibliography clearly. Studying it first will help in understanding this volume. In Chapter II, the major chapter, citations are displayed in two major divisions: A. Official ECS/NAEP-generated documents, and B. Publications About NAEP From Non-ECS/NAEP Sources. Each major division contains three sections: 1. Specific Assessments, 2. Special Assessments and Probes (shown as SPEC in the Indexes), and 3. Publications Not Related to Specific Assessments (shown as GEN in the Indexes). In sections 1 and 2, citations are classified by learning areas. Section 3 displays citations in three subcategories: a. Methodological Publications, b. Special Analyses, and c. General and Miscellaneous Publications.

Citations are listed by ED number in ascending order under the relevant assessment or section. They are further classified by their primary focus: (a) Program Description, (b) Assessment Instrument, (c) Procedures, and (d) Results. EJ numbers are listed after the ED entries. Page and columnar headings as well as running heads at the top of each page make it easy for the user to locate materials. There are a total of 575 citations listed.

Citations by and about NAEP are indexed here by three types of information: (1) by subject matter (Entries are based on ERIC descriptors, as listed in the *Thesaurus of ERIC Descriptors*, and on ERIC identifiers.); (2) by personal author; and (3) by preparing institution. From the simple coding behind each entry in the indexes, the user can go directly to the full citation, a complete description of the document or journal article as it originally appeared in the ERIC abstract journals *Resources in Education* (RIE) or *Current Index to Journals in Education* (CIJE).

NAEP has carried out assessments in 15 learning areas. Abbreviations used here for each of the assessments are as follows:

ART	Art
COD	Career & Occupational Development
CIT	Citizenship
LIT	Literature
MATH	Mathematics
MUS	Music
READ	Reading
SCI	Science
SOC	Social Studies
WRIT	Writing
SPEC	Special assessments
GEN	General (no specific assessment)

Examples:

A user finds the title of a document in the Subject Index she wants to review. It's "Mathematical Applications: Selected Results from the Second Assessment of Mathematics." The title is followed by the document number and code: ED 176 965 (A.1.MATH.(2).d). The user turns to the Citations section, looks in Section A (Official ECS/NAEP-Generated Documents), then in subsection 1 (Specific Assessments), and then under MATH. The running heads at the top of the pages make this process easy. She turns to the Second Assessment (2) and finally to Results (d). The citation is the second one shown, ED 176 965, the EDs being listed in ascending order.

Another user knows Stanley Ahmann wrote an article on science achievement he'd like to review. He turns to the Author Index and finds under Ahmann "Science Achievement: The Trend is Down." It is EJ 128 205 followed by the code (B.1.SCI.(2).d). The user turns to the Citations section, looks up section B (Publications About NAEP from Non-ECS/NAEP Sources) and then to SCIENCE. He looks under Second Assessment (2) and Results (d). He finds EJ 128 205 after EJ 120 469 (following the EDs) in ascending order.

II. CITATIONS

A. Official ECS/NAEP Generated Documents

1. Specific Assessments

a. ART

(I) First Assessment

(b) Assessment Instrument

ED 051 255 TE 499 835
Norris, Eleanor L., Ed. Goodwin, Barbara, Ed.
National Assessment of Educational Progress: Art Objectives.
National Assessment of Educational Progress, Ann Arbor, Mich.
Bureau No.—BR-8-0771
Pub Date—71
Grant—OEG-0-9-08771-2468(508)
Note—33p.
Available from—National Assessment of Educational Progress Office, Room 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 ($1.00; 10 or more-20% discount)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Art Education, *Educational Objectives, *National Surveys
Identifiers—First Art Assessment (1975), *National Assessment of Educational Progress

The results of the national assessment of progress in educational art objectives are given. Topics covered are procedures for developing art objectives and art objectives, per se. Appendices and names of organizations affiliated with the evaluation effort are included. (CK) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

(c) Procedures

ED 127 240 SO 009 344
Knight, Sarah S.
Systematic Judgment of Children's Drawings.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—76
Note—55p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Art Education, *Educational Assessment, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, *Freehand Drawing, National Competency Tests, National Surveys, Performance, Response Style (Tests), *Scoring Formulas, Testing Problems, Test Reliability, Test Reviews, Tests, *Test Validity
Identifiers—First Art Assessment (1975), *National Assessment of Educational Progress

This study discusses the National Assessment of Educational Progress's national survey of educational achievement in art and demonstrates that it is feasible to evaluate children's drawings obtained with free response assessment techniques. Four art production exercises, each calling for pencil drawing responses, were administered during 1974-1975 to a sampling of 9-, 13-, and 17-year-olds. Four scoring systems were developed. To be considered valid each dimension within a scoring system had to be made mutually exclusive and constant across age groups, cover the variety of responses generated by different ages, and be sufficiently replicable to be useful for assessing changes in performance. Persons of high academic ability who had previous experience in judging and codifying written test responses were selected as scorers. None of them had any art training. Two additional persons with advance training in art were selected to train the scorers. Results show that the four scoring systems met the conditions necessary for their adequacy. Careful attention to scoring system exercise development and scorer selection and training makes it possible to test art achievement. The study includes one sample exercise and a scoring guide. Appendices include scored sample responses. (Author/RM) Primary type of information provided by report: Procedures (Scoring); Results (Respondent Examples).

(d) Results

ED 141 249 SO 010 134
Design and Drawing Skills. Selected Results from the First National Assessment of Art, June 1977.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-06-A-01
Pub Date—Jun 77
Contract—OEC-0-74-0506
Note—124p.; Tables 1-15 may not reproduce clearly due to small print
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01716-4, $2.50 paperbound)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Age Groups, *Art, Art Education, *Art Expression, Comparative Analysis, *Educational Assessment, Elementary Secondary Education, Freehand Drawing, *National Surveys, Tables (Data), *Test

Results

Identifiers—First Art Assessment (1975), *National Assessment of Educational Progress

The first comprehensive attempt to measure student achievement in art on a national scale at the elementary, junior high, and high school levels is described. The assessment was conducted during 1974-75 with groups of nine-, 13-, and 17-year-olds. This report examines four design and drawing exercises that measure art-production activities. Art production objectives include ability to (1) produce original works of art, (2) express visual ideas fluently, (3) produce works of art with a particular expressive content, and (4) demonstrate application of media and forming processes. This report contains comparative score tables of the three age groups accompanied by drawings which were judged to be acceptable, unacceptable, or above average. The exercises involved drawing people seated at a table as seen from one end, a bedroom wall which incorporates a door, and three children at a playground at various distances from the viewer. In another drawing exercise, students were asked to show motion by using parts of the human anatomy or expressive devices. Techniques included foreshortening, overlapping, tilted planes, and point perspective. Results showed similar scores in males and females, lower scores in blacks and low-metropolitan students, and greatest increases in achievement between the ages of nine and 13. Original plans for comprehensive assessment of art education were curtailed in 1973 by budgetary changes. Additional exercises will be included in the 1978-79 art assessment program. (AV) Primary type of information provided by report: Results (Selective).

ED 151 270 SO 010 720
Knowledge about Art. Selected Results from the First National Assessment of Art.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-06-A-02
Pub Date—Jan 78
Contract—OEC-0-74-0506
Note—34p.; Photographs of paintings and sculpture on pages 1-10 may not reproduce clearly
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Ability, Academic Achievement, *Art, Art Appreciation, *Art Education, Art Expression, Data Analysis, *Educational Assessment, Educational Objectives, Educational Research, Educational Testing, Elementary Secondary Education, *Evaluation, Evaluation Criteria, Fine Arts, Illustrations, *Knowledge Level, *National Competency Tests, National Norms, National Surveys, Student Attitudes, Student Characteristics, Summative Evaluation
Identifiers—First Art Assessment (1975), *National Assessment of Educational Progress

The report presents a summary assessment of knowledge about traditional Western forms of art among 9-year-old, 13-year-old, and 17-year-old students. Part of national information gathering project related to educational achievement in various learning areas, the report is presented in three chapters. Chapter I examines instruments used to measure recognition of the elements of art, knowledge of art history, and knowledge of criteria for making aesthetic judgments. Comparative results for students in the three age groups are presented. Chapter II offers a comprehensive picture of overall average national performance and reveals results for different subgroups within the national population. Chapter III summarizes assessment results and discusses implications of the results for art educators, parents, and interested members of the community. Findings indicated that students encountered more difficulty with factual questions than with judgmental questions; possessed high interest in and involvement with Western art, even when their knowledge level was not particularly high; and knew more about art when they participated in many types of art activities. Areas identified as worthy of further consideration by art educators centered on curriculum emphasis, student attitudes, and student performance. Appendices include background questions posed to principals of all schools participating in the survey, tables of data, and definitions of National Assessment reporting groups. (Author/DB) Primary type of information provided by report: Results (Selective).

ED 155 125 SO 010 963
Art Technical Report: Summary Volume. Selected Results from the First National Assessment of Art.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Report No.—NAEP-06-A-21
Pub Date—Jun 78
Contract—OEC-0-74-0506
Note—38p.; Not available in hard copy from EDRS due to small type size of much of the original document; Funding information on page iii has been removed by ERIC; For a related document, see TM 006 981
Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 ($6.15 paperbound)
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Affective Measures, Age Groups, *Art, Cognitive Tests, Comparative Analysis, Data Analysis, *Educational Assessment, Elementary Secondary Education, *Knowledge Level, Measurement, *National Surveys, Race, *Student Attitudes, Student Characteristics, Tables (Data)
Identifiers—First Art Assessment (1975), *National Assessment of Educational Progress

Summaries of results are presented for student achievement on art exercises from a national art assessment program conducted during 1974-75. Two technical reports document the results of the national assessment. Exercise-by-exercise results are reported in the "Art Technical Report: Exercise Volume" (see TM 006 981). This report, a companion to the Exercise Volume, summarizes results across sets of exercises for various groups of students. The introduction explains how national percentages and differences from the national percentage were derived. Chapter one offers summary statistics on students' achievement on art knowledge exercises. Males' achievement levels were significantly higher than the national average. Blacks performed below the national level, and whites performed slightly above it at all ages. Chapter two reviews affective response summary data. Questions on this part of the assessment dealt with students' attitudes toward art and their open-mindedness toward different styles of art. Whites showed slightly more positive responses than did blacks. In general, degree of participation in art activities influenced degree of positive responses. Chapter three shows a juxtaposition of achievement levels for art knowledge and art affective responses by age groups. For example, it is shown that at age nine, more males than females were positively oriented toward art, but neither males nor females performed significantly differently from the national average on art knowledge. (AV) Primary type of information provided by report: Results (Technical Summary).

ED 156 598 SO 011 006
Knight, Sarah S. Johnson, Eugene G.
Relating Art Experiences to Art Achievement: A Technical Paper.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—Jul 78
Note—19p.; Exhibits 1 and 2 may not reproduce clearly in hard copy due to small type size of original document
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affective Measures, *Art Appreciation, *Art Education, Cognitive Tests, *Educational Assessment, Elementary Secondary Education, Evaluation Methods, Factor Analysis, *National Surveys, *Student Experience
Identifiers—First Art Assessment (1975), *National Assessment of Educational Progress

This study examined the relationship of cognitive and affective objectives to art experiences using data from the 1974-75 national assessment of art. The 1974-75 assessment used art exercises to measure cognitive and affective objectives of nearly 27,000 students aged 9, 13, and 17. The cognitive exercises were designed to assess students' perceptions and responses to aspects of art, their knowledge perceptions and responses to aspects of art, their knowledge of specific artworks and artistic periods, and their ability to make and justify judgments about aesthetic merit and quality of works of art. Affective exercises were aimed at securing information about students' general affective orientation toward art, their ability to recognize and express reasonably sophisticated conceptions of artworks and artists, and their openness toward artistic experimentation and unusual forms and styles of artwork. Students were questioned about their experiences with art: art done outside of school; visits to art museums or galleries; collecting art; and learning art or taking art classes in school. Singular Value Decomposition and Principal-Component analyses were used. These results suggest positive relationships between art experiences and performance on knowledge and affective exercises. Findings showed that the more art experiences students have the greater percentage of correct or desirable responses to cognitive and affective exercises. (Author/BC) Primary type of information provided by report: Results (Background Variables) (Special Analyses).

ED 166 122 SO 011 515

Attitudes toward Art. Selected Results from the First National Assessment of Art.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No.—NAEP-06-A-03

Pub Date—May 78

Contract—OEC-0-74-0506

Note—59p.; Funding information on inside front cover has been removed by ERIC; Photographs throughout document may not reproduce clearly

Available from—National Assessment of Educational Progress, Education Commission of the States, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 ($2.40, paper cover)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Aesthetic Education, *Art Education, *Attitude Change, Creativity, Data Analysis, *Educational Assessment, Educational Needs, Educational Objectives, *Educational Research, Elementary Secondary Education, Evaluation Criteria, Knowledge Level, Learning Activities, Museums, Questionnaires, Socioeconomic Influences, *Student Attitudes, Student Interests, Surveys, Tables (Data)

Identifiers—First Art Assessment (1975), *National Assessment of Educational Progress

Information is presented from a study of achievement and interest among students in age groups nine, 13, and 17 in the area of art education. Major objectives of the study were to generate information on how much time students spend enjoying works of art, how important they perceive art to be, how they evaluate works of art, what types of art they prefer, and differences among art activities and attitudes of students in different socioeconomic groups. The document is presented in five chapters. Chapter I concentrates on students' appreciation of art. Findings indicated that substantial numbers of students value art and pursue it in some form. Chapter II presents detailed information about student perceptions of art. Findings indicated that a majority of young people appreciate art but do not indicate a broad or sophisticated understanding of the nature or function of art in American culture. Chapters III and IV examine young people's general criteria for evaluating works of art. The final chapter offers conclusions, including that students have little experience with art museums and galleries, display varying attitudes toward art depending upon their socioeconomic background, and that schools should place more emphasis on aesthetic education programs. (DB) Primary type of information provided by report: Results (Selective).

ED 193 314 TM 800 629

Knight, Sarah S.

Sex Differences in Artistic Achievement: A National Study. No. 06-A-51.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—79

Note—20p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Age Differences, Aptitude, *Art, Elementary Secondary Education, Fine Arts, *Freehand Drawing, Mathematics, National Surveys, Sciences, *Sex Differences, Social Studies, *Student Attitudes, Visual Arts

Identifiers—First Art Assessment (1975), National Assessment of Educational Progress

The National Assessment of Educational Progress reports data about levels of educational achievement of 9-, 13-, and 17-year-olds in several learning areas, including art, music, literature, reading, mathematics and science. Within each age group, females' and males' levels of art achievement were compared, and sex differences were contrasted with results from the other assessment areas. In the 1974 art assessment items fell into four categories: (1) affective involvement with art; (2) cognitive activities involved with art; (3) drawing and design skills; and (4) art participation background information. Conclusions show art as not having strong female or male dominance. Males' and females' drawing skills in particular show mixed percentages of success. Neither sex at any age level was very knowledgable about art. Attitudes toward art differ with age. Sex related patterns of achievement in art are unlike those from literature and music; females conform to popular expectations in literature and music while they do not always in art. Achievement patterns vary across ages and topics with respect to male-female dominance and the science results show consistent male dominance throughout. (GK) Primary type of information provided by report: Results (Sex).

(2) Second Assessment

(b) Assessment Instrument

ED 186 331 SO 012 573

The Second Assessment of Art, 1978-79, Released Exercise Set.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-10-A-25

Pub Date—Apr 80

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—123p.; Photographs may not reproduce clearly in paper copy.

Pub Type— Information Analyses (070) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Art Appreciation, *Art Education, Art History, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, Fine Arts, Knowledge Level, Multiple Choice Tests, *National Surveys

Identifiers—*National Assessment of Educational Progress, Second Art Assessment (1979)

The document presents multiple-choice exercises designed by the National Assessment of Educational Progress (NAEP) to measure the ability of students (ages 9 through 17) to recognize and describe various works of art. The objective is to provide classroom teachers easy access to released and tested art assessment materials. For each exercise, information is presented on objectives, time required, administration, photographic and source information, and age groups for which the exercise is most appropriate. Exercises and documentation are in loose leaf format to facilitate sorting and copying. Most exercises involve photographs of art works. The document is presented in three major sections. Section I reviews assessment procedures upon which the exercises are based and explains documentation which accompanies the exercises. Section II presents objectives used to develop the exercises (including that students should know about art and perceive and respond to various aspects of art), describes the content range of the exercises, and offers a directory of exercises. The final section, which comprises the bulk of the document, presents approximately 100 multiple-choice exercises. Students are directed to view photographs of art works and answer questions concerning major themes, quality, color intensity, and the importance of art to the human experience. (DB) Primary type of information provided by report: Assessment Instrument (Released Exercises).

ED 214 828 SO 013 945

The Second Assessment of Art, 1978-79, Released Exercise Set, Supplement.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (ED), Washington, D.C.; Na-

tional Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-89398-012-9; NAEP-10-A-26
Pub Date—Jan 82
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—496p.; For a related document, see ED 186 331.
Pub Type— Tests/Questionnaires (160) — Reports - Descriptive (141)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors—Affective Measures, Art Appreciation, *Art Education, *Educational Assessment, Educational Objectives, Elementary Secondary Education, National Surveys, Scoring, Testing
Identifiers—*National Assessment of Educational Progress, Open Ended Questions, Second Art Assessment (1979)

This publication contains some of the open-ended art exercises used by the National Assessment of Educational Progress in its 1978-79 assessment of the art ability of students ages nine through 17. The objective is to provide classroom teachers easy access to released and tested art assessment materials. The open-ended exercises required students to make a drawing or write a short essay. Copies of the multiple-choice exercises used in the assessment can be found in ED 186 331. Part 1 of the document briefly explains NAEP's assessment procedures and describes the documentation provided for the exercises. Part two includes the objectives and subobjectives used to develop and report the art exercises, a brief description of the content range of the affective exercises, and a list of released exercises with timing information. Part three, which comprises the bulk of the document, contains copies of the six released open-ended exercises, their scoring guides, and related documentation. (Author/RM) Primary type of information provided by report: Assessment Instrument; Released Exercises; Procedures (Scoring).

(c) Procedures

ED 211 427 SO 013 806
Procedural Handbook: 1978-79 Art Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-89398-014-5; NAEP-10-A-40
Pub Date—81
Grant—NIE-G-80-0003
Note—86p.; For a related document, see ED 186 331.
Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($8.60).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Administration, Art Appreciation, *Art Education, Art History, Cognitive Ability, Data Analysis, Data Collection, *Educational Assessment, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Multiple Choice Tests, Sampling, Scoring, Student Attitudes
Identifiers—*National Assessment of Educational Progress, Second Art Assessment (1979)

This handbook describes the procedures used to develop, administer, and analyze the results of the 1978-79 art assessment of 9-year-olds, and 17-year-olds by the National Assessment of Educational Progress (NAEP). The primary purpose of the handbook is to provide detailed procedural information for people interested in replicating the assessment or in need of more information than is provided in the reports containing assessment data. The seven chapters cover objectives redevelopment, exercise creation, preparation of assessment booklets, sampling data collection, scoring, and data analysis. Each chapter explains the basic procedures used for the 1978-79 art assessment and contrasts the procedures to those used in earlier years (if there were changes). Appendices include definitions of reporting groups used by NAEP, forms used to gather background information about students and schools, response rates, computation of achievement measures, and procedures for smoothing respondent weights. A glossary of National Assessment terms is provided at the end of the book. Primary type of information provided by report: Procedures (Overview). (Author/RM)

(d) Results

ED 212 538 SO 013 858
Art and Young Americans, 1974-79: Results from the Second National Art Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-89398-015-3; NAEP-10-A-01
Pub Date—Dec 81
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—116p.; For related documents, see ED 186 331 and SO 013 806. Some charts and photographs may not reproduce clearly from EDRS.
Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($8.90).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Achievement, Achievement Gains, Art Appreciation, *Art Education, Art Expression, Art History, Comparative Analysis, Design, *Educational Assessment, Educational Objectives, Elementary Secondary Education, Knowledge Level, National Surveys, *Student Attitudes
Identifiers—*National Assessment of Educational Progress, Second Art Assessment (1979)

This report presents and compares the results of the first and second art assessments conducted by the National Assessment of Educational Progress (NAEP) in 1974-75 and 1978-79. The achievement and attitudes of approximately 7,500 9-year-olds, 11,000 13-year-olds, and 13,500 17-year-olds were surveyed. The report consists of an introduction to the studies and six chapters. Major findings are discussed and survey information about the amount and kind of art experiences young Americans are having in and out of school is presented. The extent to which and the ways in which students value art are examined along with knowledge about art history and styles. How young people perceive, describe, analyze, and judge art is also investigated in detail. Results of a series of exercises requiring design and drawing skills are presented in a final chapter. Encouraging findings include the following. Nine-year olds' performance on the second assessment stayed much the same as it was in the first assessment. Museum visitation has increased for 9- and 13-year olds. Nineteen percent of the 17-year-olds and 15% of the 13-year-olds succeeded in putting expressive content into their drawings of angry people. There were also findings which were troublesome. Some examples include the following. Thirteen-year-olds declined 2.2 percentage points between assessments. Seventeen-year-olds declined 1.9 points between assessments. In general, tolerance for nonconventional art decreased considerably between 1974 and 1979. Appendix material includes art objectives and scoring guides for the drawing exercises. Primary type of information provided by report: Results (Selective) (Change). (Author/RM)

b. CAREER AND OCCUPATIONAL DEVELOPMENT

(1) First Assessment

(b) Assessment Instrument

ED 059 119 SO 002 198
National Assessment of Educational Progress. Objectives for Career and Occupational Development.
Education Commission of the States Denver, Colo.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date—71
Grant—OEG-0-9-08771-2468-508
Note—81p.
Available from—National Assessment of Educational Progress, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($1.00; Quantity Discounts)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Vocational Education, *Affective Objectives, Behavioral Objectives, *Career Education, Career Guidance, Career Planning, *Cognitive Objectives, *Educational Objectives, Educational Planning, Guidance Objectives, Guidelines, Individual Development, National Norms, Research Projects, Secondary Education, *Vocational Education
Identifiers—First Career Occup Develop Assess (1974), National Assessment of Educational Progress

Two organizations experienced in test construction, the American Institutes for Research (AIR) and Science Research Associates (SRA) assumed, under contract, the responsibility for formulating statements of career and occupational development (COD) objectives acceptable to scholars, educators, and lay citizens. Development of the COD objectives involved five years of preparation. The difficulties of defining terms, determining the scope of the objectives, phrasing the statements of objectives, and the methods of research undertaken by each contractor are described in the report. The final version of the objectives was accepted by National Assessment in July of 1970. COD is unique in that the objectives of the area are not the educational goals of any one school subject; they do not belong to a single discipline. The area includes many of the general achievements that result from general education and from guidance and counseling. The five major objectives are: 1) to prepare for making career decisions; 2) to improve career and occupational capabilities; 3) to possess skills that are generally useful in the world of work; 4) to practice effective work habits; and, 5) to have positive attitudes about work. The major objectives are followed by subobjectives and further defined in terms of those objectives which should be attained by age 9, age 13, age 17, and (young) adult. The objectives will serve as the basis of exercises that will be administered at four age levels in 1972-73. (JMB) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development)

ED 141 582 CE 011 544
National Assessment of Educational Progress. Career and Occupational Development Technical Report: Exercise Volume.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-05-COD-20
Pub Date—May 77
Contract—OEC-0-74-0506
Note—1,475p.; Not available in hard copy due to small print of original
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type— Reports - Research (143)
EDRS Price - MF12 Plus Postage. PC Not Available from EDRS.
Descriptors—*Achievement Rating, *Adolescents, Age Groups, *Career Development, Career Education, *Children, *Educational Assessment, Educational Objectives, Job Skills, Measurement Instruments, National Competency Tests, National Surveys, Scoring, Skill Development, Tables (Data), Test Interpretation, *Young Adults
Identifiers—First Career Occup Develop Assess (1974), *National Assessment of Educational Progress, United States

Exercises given to a national probability sample of 9-year-olds, 13-year-olds, 17-year-olds, and young adults (ages 26-35) to measure achievement of five broad objectives of career and occupational development (COD) are contained in this document. (The exercises were administered by the National Assessment of Educational Progress (NAEP), an information-gathering project that surveys the educational attainments of the above four groups in 10 learning areas, one of which is career and occupational development–COD.) The COD released exercises are grouped according to the five objectives and their subobjectives, the objectives of which follow: (1) Prepare for making career decisions, (2) improve career and occupational capabilities, (3) possess skills that are generally useful in the world of work, (4) practice effective work habits, and (5) have positive attitudes toward work. The introduction provides an explanation of the exercises and the documentation pages, scoring, results, populations and subpopulations, sampling, computations, and data-table pages. The major portion of this report provides copies of the released exercises, complete documentation about administration and scoring procedures, and national results for each foil and/or scoring category. It is noted that this report may be useful to researchers who need detailed information about the exercises and State and local educators who want to use National Assessment exercises in their own assessment programs. (TA) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

ED 145 200 CE 013 024
Scoring Guides and National Percentages of Response.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Note—158p.; For related documents see CE 013 023-026 and ED 059 119
Pub Type— Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Achievement Tests, Adolescents, *Answer Keys, Attitude Measures, Career Awareness, Career Development, Career Education, Children, Comparative Analysis, Educational Objectives, *Scoring, Statistical Analysis, Test Interpretation, Work Attitudes
Identifiers—First Career Occup Develop Assess (1974), National Assessment of Educational Progress

This book of scoring guides and national percentages is part of a kit consisting of four documents which bring together different types of items that measure a number of career and occupational development (COD) objectives developed by the National Assessment of Educational Progress (NAEP). (NAEP–which completed a national survey measuring the achievement of knowledge, skills, understandings, and attitudes of young Americans in relation to COD objectives in the major learning areas–designed the kit to assist those faced with evaluating or assessing the need for career education programs.) The guides in this book show correct answers for every item included in the career and development test book (CE 013 025). In the case of open-ended items, categories of responses, with examples of responses scored in each category, are given. National percentages of response for each item for the ages it assessed are also included. (SH) Primary type of information provided by report: Assessment Instrument (Scoring Guides); Results (Exercise Level).

ED 145 201 CE 013 025
Career and Occupational Development Items.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Note—78p.; For related documents see CE 013 023-026 and ED 059 119; Contains some small print
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Achievement Tests, Adolescents, Attitude Measures, *Career Awareness, *Career Development, Career Education, Children, Educational Objectives, Tests, *Work Attitudes
Identifiers—First Career Occup Develop Assess (1974), *National Assessment of Educational Progress

The career and occupational development items contained in this document are part of a kit consisting of four documents which bring together different types of items that measure a number of career and occupational development (COD) objectives developed by the National Assessment of Educational Progress (NAEP). (NAEP-which completed a national survey measuring the achievement of knowledge, skills, understandings, and attitudes of young Americans in relation to COD objectives in the major learning areas-designed the kit to assist those faced with evaluating or assessing the need for career education programs.) The items presented are a part of the total COD assessment. They include tasks measuring self-appraisal skills, work-related experiences, knowledge about jobs, and attitudes towards work. (For the scoring guides to these items, see CE 013 024.) (SH) Primary type of information provided by report: Assessment Instrument (Released Exercises).

ED 192 079 CE 026 631
The First Assessment of Career and Occupational Development: Released Exercises (1973-74). No. 05-COD-25.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ISBN-0-89398-032-3
Pub Date—Oct 75
Note—500p.; Some pages will not reproduce well due to light and broken type. For other NAEP materials in ERIC see the first page of this document.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors—Adolescents, Adults, Career Choice, *Career Development, Career Education, *Career Planning, Children, Communication Skills, *Decision Making, *Employment Potential, Interpersonal Competence, Job Search Methods, *Job Skills, Measures (Individuals), Self Concept, Values, Vocational Adjustment, *Vocational Maturity, *Work Attitudes
Identifiers—First Career Occup Develop Assess (1974), *National Assessment of Educational Progress

This packet of materials provides a copy of the Career and Occupational Development exercises and complete documentation about administration and scoring procedures as released by the National Assessment of Educational Progress (NAEP). NAEP, an information-gathering project, used these exercises to survey the educational attainments of nine-year-olds, thirteen-year-olds, seventeen-year-olds, and adults (ages 26-35) in the learning area of career and occupational development. Introductory materials include an outline of NAEP data collection procedures and tables overviewing COD released exercises in terms of "assessment coverage." Table 4 gives a complete listing of the sixty-one exercises. Exercises are grouped according to five career and occupational development objectives and their nineteen subobjectives: (1) Prepare for making career decisions, (2) Improve career and occupational capabilities, (3) Possess skills that are generally useful in the world of work, (4) Practice effective work habits, and (5) Have positive attitudes toward work. A key clarifies the exercise identification systems; exercise, scoring, and administration descriptors; and administration times. Each exercise is reproduced exactly as it was administered and is followed by a scoring guide. (YLB) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

(c) Procedures

ED 133 350 TM 005 955
Phillips, Donald L.
Category Scoring Techniques from National Assessment: Applications to Free Response Items from Career and Occupational Development.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Note—18p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Essay Tests, *Guides, *National Surveys, *Occupational Tests, Reliability, *Scoring, Young Adults
Identifiers—First Career Occup Develop Assess (1974), *National Assessment of Educational Progress

The Career and Occupational Development (COD) assessment of the National Assessment of Educational Progress (NAEP) was made up of about 70 percent free response exercises requiring hand scoring. This paper describes the techniques used in developing the "scoring guides" for these exercises and summarizes the results of two empirical studies of the application of these scoring guides. The guides used in the hand scoring were sets of nominal (descriptive) category systems. No attempt was made to arrange the categories along any ordinal continuum according to either quality or content. However, categories were considered to be either acceptable or unacceptable. The readers were given a scoring guide in which each category is given a descriptive title and illustrated by a number of sample responses. (RC) Primary type of information provided by report: Procedures (Scoring).

ED 145 199 CE 013 023
Career and Occupational Development Kit. Instruction Manual.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Grant—0-9-08771-2468(508)
Note—66p.; For related documents see CE 013 023-025 and ED 059 119
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Achievement Tests, Adolescents, Attitude Measures, *Career Awareness, *Career Development, Career Education, Children, Decision Making Skills, Educational Assessment, Educational Objectives, Guides, Job Skills, *Sampling, Scoring, *Skill Development, Surveys, *Testing, Test Interpretation, Work Attitudes, Young Adults
Identifiers—First Career Occup Develop Assess (1974), National Assessment of Educational Progress

This manual is part of a kit consisting of four documents which bring together different types of items that measure a number of career and occupational development (COD) objectives developed by the National Assessment of Educational Progress (NAEP). (NAEP-which completed a national survey measuring the achievement of knowledge, skills, understandings, and attitudes of young Americans in relation to COD objectives in the major learning areas-designed the kit to assist those faced with evaluating or assessing the need for career education programs. Suggested uses also include using it to make general comparisons with NAEP national age-level results, as a diagnostic instrument, as a basis for generating a tailored career education evaluation instrument, and as suggestions for content or activities for career education programs.) Following a summarization of the COD objectives, this manual, in four chapters, provides information on how to use the materials in the kit, including how to administer the assessment items and how to interpret the results. Four appendixes comprise approximately half the document and include a guide to survey sampling (twenty pages); a table of items showing administration type, scoring type, and timing; definitions of National Assessment reporting groups; and National Assessment scoring rules for open-ended items. (Each of the remaining three documents in the kit focuses on one of the following areas: objectives for COD, assessment items, and scoring items and tallying results.) (SH) Primary type of information provided by report: Procedures (Evaluation) (Replication).

(d) Results

ED 130 079 CE 008 480
Adult Work Skills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-05-COD-01
Pub Date—Sep 76
Contract—OEC-0-74-0506
Note—77p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adults, *Career Development, *Daily Living Skills, *Demography, Educational Assessment, Educational Experience, Family Characteristics, *Job Skills, National Surveys, Research, *Work Experience
Identifiers—First Career Occup Develop Assess (1974), *National Assessment of Educational Progress, United States

In this assessment of career and occupational development by the National Assessment of Educational Progress (NAEP), work-related skills and knowledge of American adults (aged 26 through 35) are examined. The skills assessed are basic to many employment situations; knowledge about jobs involves both knowledge about facts common to many jobs and knowledge about specific jobs. Skill assessment covers the areas of computation and measurement, graphic and reference-materials, written-communication, and manual and perception. In addition to collecting data on national performance levels, the NAEP analyzes results from various groups within the national population. Chapters 1 and 2 present major findings, and definitions and methodology used in reporting the data. Chapers 3 through 8 provide exemplary exercises and a summary of results for the skills areas and job knowledge assessed. Chapter 9 describes results for variables which were conclusive or similar for the total population. Explanatory tables (24) and figures (32) are provided throughout the document. The appendix shows the mean differences from national performance and the standard error. (WL) Primary type of information provided by report: Results (Selective).

ED 135 987 CE 009 870

An Assessment of Career Development: Basic Work Skills. Career and Occupational Development Report No. 05-COD-02.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NAEP-05-COD-02

Pub Date—Jan 77

Contract—OEC-0-74-0506

Note—41p.; Some tables may be marginally legible due to small print

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Ability, *Basic Skills, Blacks, Communication Skills, Comparative Analysis, *Dropouts, *Educational Assessment, Educational Research, Geographic Distribution, *Job Skills, National Surveys, Parent Background, Postsecondary Education, Racial Differences, Secondary Education, Sex Differences, *Skill Development, Socioeconomic Background, *Task Performance, Whites, Writing Skills

Identifiers—First Career Occup Develop Assess (1974), *National Assessment of Educational Progress, United States

Since the U.S. Office of Education figures showed (at the time of this report) that on the average, 850,000 young people were dropping out of high school every year, 800,000 more were graduated from high school with no specific marketable skills, and 900,000 were dropping out of universities, junior colleges, and training schools, the study described in this report, conducted by the National Assessment of Educational Progress, was designed to determine what these different groups knew that would help them cope with the world of work. (Four age levels–9, 13, 17, and adults aged 26-35–were respondents in the study conducted during 1973-74.) This report presents, via summary data, work-related knowledge and skills, or proficiency levels, of the four age levels and delineates the proficiency of each group according to such variables as region of the country, race (black and white), education level of parents, and size and type of community. Three chapters are included. Chapter 1 briefly discusses major findings. Chapter 2 contains definitions of the population groups and item sets analyzed in the study, and a description of the conventions used to report the data. Chapter 3 examines and compares statistical data relating to the different groups' levels of performance. Chapter 3 discusses implications. (SH) Primary type of information provided by report: Results (Selective).

ED 137 604 CE 010 724

The First National Assessment of Career and Occupational Development: An Overview. Career and Occupational Development Report No. 05-COD-00.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—Nov 76

Contract—OEC-0-74-0506

Note—55p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Adults, Age, Age Groups, Basic Skills, *Career Development, *Career Education, Decision Making, *Educational Assessment, Educational Background, Elementary School Students, Family Income, *Knowledge Level, Measurement Instruments, National Surveys, Occupational Information, Parent Education, Performance, Race, Secondary School Students, Statistical Analysis, Tables (Data)

Identifiers—First Career Occup Develop Assess (1974), National Assessment of Educational Progress

Summary findings gathered by the National Assessment of Educational Progress (NAEP) in the 1973-74 national assessment of career and occupational development (COD) are reported. (NAEP is an information-gathering project that surveys the educational attainment of 9-year-olds, 13-year-olds, 17-year-olds, and adults (ages 26-35) in ten learning areas: Art, COD, citizenship, literature, mathematics, music, reading, science, social studies, and writing.) Focus of the report is on 17-year-old levels of ability; results for the other age levels are also included. Data are reported in three areas: (1) Making Career Decisions (knowledge about one's own interest and abilities, work-related experience, job-related values, and results for population groups), (2) Knowledge about Jobs (specific and general job knowledge, national percentage for success, and results for population groups), and (3) Basic Skills (computation and measurement, graphic and reference materials, written communication, manual and perceptual, national percentages of success, and results for population groups). Results are reported for different population groups based on the following variables: Males and females, blacks and whites. region, parental education, size and type of community, personal education, and family income. Data are reported in graph form. (TA) Primary type of information provided by report: Results (Overview).

ED 145 202 CE 013 026

When I Grow Up, What Will I Be?

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—9p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, *Adolescents, Attitude Measures, *Career Awareness, *Career Development, Career Education, *Children, Disadvantaged Youth, National Surveys, Occupational Aspiration, Sex Stereotypes, *Test Results, *Work Attitudes

Identifiers—First Career Occup Develop Assess (1974), *National Assessment of Educational Progress

This short booklet describes the results of the National Assessment of Educational Progress' (NAEP) survey of the knowledge, skills, and attitudes, of students aged nine, thirteen, and seventeen and young adults in America to determine their career and occupational development (which included many elements of career education). (The survey, conducted as one way of evaluating the need for career education programs, took place during the 1973-74 school year. It describes skill levels existing before large numbers of career education programs were implemented, and was intended to suggest areas to consider in designing, implementing, and evaluating career education programs.) Results presented are responses for the nine- and seventeen-year-olds and cover the following areas: looking for information (Where do you go to find out about possible careers?); job-seeking skills; job knowledge (duties, pay, and training requirements); job aspirations (What kinds of jobs do American young people look forward to? Are their aspirations in tune with today's economic realities?); sex stereotypes (interests, skills, aspirations); job discrimination; and differences in achievement. Sources of additional information on the National Assessment are included. (SH) Primary type of information provided by report: Results (Summary).

ED 155 328 CE 016 085

School and the 17-Year-Old: A Comparison of Career Development Skills of 17-Year-Olds Attending School and Those Not Attending.

Education Commission of the States, Denver, Colo.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—Mar 78

Contract—OEC-0-74-0506

Note—38p.; Some charts in this document may not reproduce well because of small print

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Adults, Age Groups, Basic Skills, *Career Development, *Dropout Characteristics, Educational Background, *Individual Differences, *Knowledge Level, Performance Tests, Skill Development, Vocational Adjustment, Work Attitudes, Youth
Identifiers—First Career Occup Develop Assess (1974), *National Assessment of Educational Progress

National performance for 17-year-olds in school, 17-year-olds not in school and young adults aged 26-35 in the area of career and occupational development (COD) was assessed to determine whether or not education status and career development skills are related. Within each of the groups, performance of various subgroups was examined, defined by sex, race, region of country, and parental education. The COD assessment measured performance in the major areas of knowledge and attitudes related to career planning, knowledge about jobs, and generally useful skills. Examination of the differences in average performance reveals that out-of-school 17-year-olds consistently perform less well than the in-school 17-year-olds. Differences in performance were greatest in the area of general knowledge about jobs and in three of the generally useful skill areas: written communication, computation and measurement, and graphic and reference materials (the fourth area being manual/perceptual skills). Corresponding differences do not separate performances of 17-year-olds attending school and adults. Average percentages of these two groups were close to identical on the four generally useful skill areas. The only area in which adults displayed a marked superiority was in knowledge about specific jobs. (TA) Primary type of information provided by report: Results (Interpretation).

ED 176 019 CE 020 244
Career and Occupational Development Technical Report: Summary Volume. Career and Occupational Development Report No. 05-COD-21.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date—May 78
Contract—OEC-0-74-0506
Note—147p.; For related documents see ED 135 987, ED 137 604, and CE 016 085; Not available in hard copy due to small print
Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 ($24.-30)
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Adult Education, Age Differences, Age Grade Placement, Age Groups, *Career Development, Community Characteristics, *Evaluation, Evaluation Methods, Job Skills, *National Surveys, Occupational Information, Parent Background, Racial Differences, Regional Characteristics, Research Reports, Sex Differences, Socioeconomic Influences, Work Attitudes, *Young Adults
Identifiers—First Career Occupational Develop Assess (1974), *National Assessment of Educational Progress, Self Awareness, *Youth Work Experience

A survey was conducted in 1973-74 to assess career and occupational development among young Americans. The more than 100,000 individuals who participated nationally were divided into the four following age categories: nine-year-olds, thirteen-year-olds, seventeen-year-olds, and young adults ages twenty-six to thirty-five. Each group completed a group of exercises designed to assess knowledge or skills generally useful in the world of work, knowledge about jobs, self-appraisal skills, work-related experiences, and work-related values. The variables assessed were (1) region of the country and size and type of community; (2) educational level of parents and self, which included parental education, the relationship between grade and age, and the participant's own education and continuing education; and (3) sex, race, and socioeconomics, which included home environment and family income. (The results are presented in bar graphs, and the appendixes provide probability levels of differences between reporting groups within variables and estimates of percentages of blacks, whites, other races, and nations for the young adult participants.) (ELG) Primary type of information provided by report: Results (Technical Summary).

(2) Second Assessment

(b) Assessment Instrument

ED 143 829 CE 012 410
Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.
Education Commission of the States, Denver, Colo.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Note—95p.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Affective Objectives, *Age Groups, Behavioral Objectives, Career Awareness, *Career Development, *Career Education, Cognitive Objectives, *Educational Assessment, *Educational Objectives, Young Adults, *Youth
Identifiers—*National Assessment of Educational Progress, Second Career Occup Develop Assess

Objectives for the second national assessment of career and occupational development (COD) are listed under two major categories: (1) Knowledge, abilities, and attitudes relevant to career decisions and (2) knowledge, abilities and attitudes necessary for success in a career or occupation. Each category is broken down into several subheadings followed by the objectives for each of four age categories–ages 9, 13, 17, and 26-35. An outline of the objectives serves as an index, and a brief introductory chapter describes the procedures followed in developing these objectives (which are a revision of those used for the first national assessment of COD in 1973-74). Preface material includes notes on the major goals of the National Assessment of Educational Progress (NAEP), which gathers information about the knowledge, skills, understanding, and attitudes of young people ages 9, 13, 17, and 26-35 in 10 learning areas, one of which is career and occupational development (COD). A list of the advisory panel and of the subject-matter and lay people who reviewed the COD objectives is appended. (JT) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

c. CITIZENSHIP

(1) First Assessment

(b) Assessment Instrument

ED 033 871 SE 007 686
Citizenship Objectives.
Committee on Assessing the Progress of Education, Ann Arbor, Mich.
Pub Date—69
Note—57p.
Available from—National Assessment Office, Room 201 A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 ($1.00)
Document Not Available from EDRS.
Descriptors—*Affective Objectives, *Citizenship, *Citizenship Responsibility, Civics, *Cognitive Objectives, Educational Objectives, *Social Responsibility, Social Sciences
Identifiers—First Citizenship Assessment (1970), National Assessment of Educational Progress

The general procedures used to develop educational objectives for the National Assessment of Educational Progress are outlined, as are the procedures used to develop citizenship objectives. Ten general objectives are stated: "show concern for the welfare and dignity of others"; "support rights and freedoms of all individuals"; "help maintain law and order"; "know the main structure and functions of our governments"; "seek community improvement through active, democratic participation"; "understand problems of international relations"; "support rationality in communication, thought and action on social problems"; "take responsibility for own personal development and obligations"; "help and respect their own families"; and "nurture the development of their children as future citizens." Each objective is divided into sub-objectives, and behaviors are suggested appropriate for four chosen age levels: 9-, 13-, and 17-year olds, and adults. Appendices list the names of experts, of lay panel chairmen, and of educational organizations involved in developing the objectives. (EB) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

(d) Results

ED 043 098 EA 003 034
Dochterman, Clifford L.
National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results–Partial. July, 1970.
Education Commission of the States, Denver, Colo.
Spons Agency—Carnegie Corp. of New York, N.Y.; Office of Education (DHEW), Washington, D.C.
Pub Date—Jul 70
Note—16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Citizenship, *Educational Objectives, *Evaluation, *National Surveys
Identifiers—First Citizenship Assessment (1970), *National Assessment of Educational Progress

This report provides concerned citizens and educators with information about the attainment of educational objectives in the United States. Exercises concerning citizenship and its responsibilities were administered to randomly selected 9, 13, and 17-year-olds, and young adults (26 to 35). This document reports study highlights and seeks to show how widely particular citizenship knowledge and attitudes are held at each of these four age levels. A related document is EA 003 035. (Author/LLR) Primary type of information provided by report: Results (Summary) (National).

ED 049 112 SO 000 898
National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results–Partial. Observations and Commentary of a Panel of Reviewers.
Education Commission of the States, Denver, Colo.
Spons Agency—Carnegie Corp. of New York, N.Y.; National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.—BR-8-0771
Pub Date—Jul 70
Grant—OEG-0-9-08771-2468-508
Note—35p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.40)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, *Accountability, Achievement Rating, Adults, Attitude Measures, *Citizenship, *Educational Objectives, Elementary School Students, High School Students, *Human Relations, Measurement Objectives, *National Surveys, Political Attitudes, Political Socialization, Social Attitudes, Social Studies
Identifiers—First Citizenship Assessment (1970), *National Assessment of Educational Progress

Although issued by the National Assessment program, this collection of interpretations of its citizenship findings does not necessarily reflect the views of the program. It is not the purpose of the program to interpret its own findings, but rather to encourage widespread examination of the assessment results through such efforts as this document. The panel of reviewers and their reviews are: 1) Jean Dye's National Assessment Citizenship Findings which draws implications of the findings for public school curricula; 2) Harold H. Eibling's Comments on the Preliminary and Partial Findings of National Assessment in the Area of Citizenship commenting on the assessment of citizenship itself; 3) Tobe Johnson's Critical Response to the National Assessment; 4) Lawrence E. Metcalf's The Citizenship Education Assessment: Strengths of the Report; and, 5) Thomas Rondeau's Reaction to National Assessment - Citizenship. For the complete report of the citizenship results, by age groups, see SO 000 899. (DJB) Primary type of information provided by report: Results (Interpretation) (Summary) (National).

ED 049 113 SO 000 899
National Assessment of Educational Progress. Citizenship: National Results. Report 2.
Education Commission of the States, Denver, Colo.
Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C.
Pub Date—Nov 70
Note—137p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.25)
Document Not Available from EDRS.
Descriptors—*Accountability, Achievement Rating, Adults, *Age Groups, Attitude Measures, *Citizenship, Elementary School Students, High School Students, *Human Relations, Measurement Instruments, Measurement Objectives, *National Surveys, Political Attitudes, *Political Socialization, Social Attitudes, Social Responsibility, Social Studies, Student Attitudes
Identifiers—First Citizenship Assessment (1970), *National Assessment of Educational Progress

Citizenship is one of 10 subject areas selected for assessment of specific performance outcomes under the National Assessment Program. The Citizenship objectives are: 1) concern for the well-being of others, 2) support for individual rights and freedoms, 3) recognition of the value of just law; 4) knowledge of the main structure and functions of government, 5) participation in civic action, 6) understanding of the problems of international relations, 7) rational civic decision-making, 8) acceptance of the responsibility of self-development, and, 9) help and respect for the family. Some 90,000 subjects in four age groups (9, 13, 17, and 26-35 year olds) were tested in 2,500 schools or in their homes. Adequate representation was sought of: four national sections, urban and rural communities, major ethnic groups, both sexes, and varied economic and occupational backgrounds. The procedures followed this general pattern: 1) the development of objectives, 2) development, tryout, and revision of measurement instruments, 3) testing of the national sample, and 4) scoring, analysis, and reporting. One general result was evident: progress on most objectives from 9 to 17 years of age. The report includes the results (by age group) and the measurement instruments. Comparative results will appear in later reports. Related documents are ED 043 098 and SO 000 898. (DJB) Primary type of information provided by report: Assessment Procedures (Released Exercises); Results (Exercise Level).

ED 063 196 SO 002 917
Campbell, Vincent N. And Others
National Assessment of Educational Progress. 1969-70 Citizenship: Group Results for Sex, Region, and Size of Community. National Assessment Report 6.
Education Commission of the States, Denver,

Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—NAEP-6
Pub Date—Jul 71
Note—121p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Achievement, *Accountability, Achievement Rating, Age Differences, Behavioral Objectives, *Citizenship, *Educational Objectives, Elementary School Students, High School Students, Measurement Objectives, *National Surveys, Political Attitudes, Political Socialization, Sex Differences, Social Studies
Identifiers—First Citizenship Assessment (1970), *National Assessment of Educational Progress

Information on assessment of citizenship achievement is presented in this report which compares 1970 first assessment results for the two sexes, four regions of the country, and four community sizes. Age groups assessed were 9, 13, 17, and 26 through 35 age group; geographical regions were Northeastern, Central, Western, and Southeastern; and community sizes were large cities, urban fringes medium size cities, and smaller towns. Achievements were assessed for nine major citizenship goals. Results are presented as percentages of the respondents who gave the desired response on each item. Findings show that boys and girls achieved about equally at age 9, with a male advantage of about 1% beginning at age 17 and increasing at the adult level. The Northeastern, Central, and Western regions achieved at similar levels, while the Southeast performance usually fell below. Among community sizes, average differences for citizenship results as a whole were small and fairly consistent across age. Appendices include group definitions, citizenship objectives, results for released and unreleased exercises, and procedures for estimating reliability of differences. Related documents are ED 049 111, ED 049 113 and ED 051 246. (Author/SJM) Primary type of information provided by report: Results (Subgroup).

ED 068 407 SO 004 661
Norris, Eleanor L. And Others
National Assessment of Educational Progress. Citizenship: Group Results B. Preliminary Report 9. 1969-70 Assessment. Parental Education, Color, Size and Type of Community.
Education Commission of the States, Denver, Colo.
Spons Agency—Carnegie Corp. of New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-9
Pub Date—May 72
Note—267p.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Academic Achievement, *Accountability, Achievement Rating, Adults, Behavioral Objectives, *Citizenship, Community Characteristics, *Educational Objectives, Elementary School Students, High School Students, Measurement Instruments, Measurement Objectives, *National Surveys, Parent Background, Political Attitudes, Political Socialization, Racial Differences, Social Studies, Socioeconomic Influences
Identifiers—First Citizenship Assessment (1970), *National Assessment of Educational Progress

The objective of this report, the third in a series, is to compare and assess the citizenship achievement of four age groups by educational level of the parent, color of the respondent, and type of community. Previous citizenship assessment reports are described in ED 049 111, ED 049 112, ED 049 113, and SO 002 917. Citizenship exercises incorporating forty objectives grouped into nine major citizenship goals were administered to respondents who indicated level of parent education. The color of each respondent was noted by the exercise administrator. Earlier National Assessment reports gave results for four sizes of community. A problem which occurs in interpreting results, the fact that characteristics such as color, type of community, and parental education are highly related in the population sampled, was offset in this study by the use of balancing methodology. Findings for all ages combined show that, in general, respondents from educationally advantaged homes and affluent communities achieve substantially more than those from less advantaged settings. More specifically, findings show that: respondents whose parents had education beyond high school succeeded about 12% more often; those from affluent suburban neighborhoods succeeded about 11% over inner city areas, and over rural areas about 9% more often; and Non-Blacks succeeded about 11% more often than Blacks on the Citizenship exercises. Five appendices are included. (Author/SJM) Primary type of information provided by report: Results (Subgroup).

(2) Second Assessment

(b) Assessment Instrument

ED 074 010 SO 005 628
National Assessment of Educational Progress. Citizenship Objectives for 1974-75 Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Bureau No.—BR-8-0771
Pub Date—73
Grant—OEG-0-9-080771-2468
Note—54p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Accountability, Affective Objectives, *Citizenship, *Citizenship Responsibility, Civics, Cognitive Objectives, *Educational Objectives, Evaluation, Measurement Objectives, Social Responsibility
Identifiers—Assessment, *National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

The revised educational objectives for citizenship are presented in this booklet. (The original nine objectives are listed in ED 033 871). Brief summaries of the history and goals of the National Assessment, the procedures for developing revised educational objectives, and the main changes in the citizenship objectives precede the outline of revised objectives. Revision, undertaken by the American Institutes for Research, implied making the necessary additions, deletions and changes for updating. Seven major revised objectives identified are: 1) show concern for the well-being and dignity of others; 2) support just law and the rights of all individuals; 3) know the main structure and functions of their governments; 4) participate in democratic civic improvement; 5) understand important world, national, and local civic problems; 6) approach civic decisions rationally; and 7) help and respect their own families. Under each objective are listed several sub-objectives and a variety of behaviors appropriate for four target age levels; 9, 13, 17, and adults. Appendices list staff and participants involved in revising the objectives. Related documents are: ED 049 112; ED 049 113; ED 063 196; and ED 068 407. (SJM) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

(c) Procedures

ED 132 079 SO 009 605
Education for Citizenship: A Bicentennial Survey. User Manual for Replicating the Citizenship Survey.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date—Oct 76
Contract—OEC-0-74-0506
Note—100p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Answer Keys, *Citizenship, Cognitive Measurement, Data Analysis, *Educational Assessment, Elementary Secondary Education, Evaluation Methods, *Guidelines, Guides, Knowledge Level, Measurement Instruments, *Public Affairs Education, Student Evaluation, *Surveys, Tables (Data), Test Construction
Identifiers—*Bicentennial, *National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

Procedures for assessing citizenship education among 13-year-old and 17-year-old students are outlined. The document is designed to be used by over 1,600 district and school personnel who have the responsibility for conducting assessments using the National Assessment of Educational Progress guidelines (NAEP). It provides information on the assessment process, performing assessment tasks, and analyzing assessment results. Topics discussed in the 12 chapters include looking at requirements for replicating the NAEP survey; setting an assessment schedule; selecting students to be assessed; performing preassessment tasks, assessment tasks, and postassessment tasks; scoring assessment booklets; and analyzing results and comparing them with NAEP data. Teachers are instructed to follow manual directions closely so that differences between individual students and the national sample will be the result of "real" causes rather than inconsistent assessment procedures. Five appendices include a discussion on survey sampling; scoring guides; listing of assessment questions, answers, themes, and objectives; citizenship objectives; and definitions of National Assessment reporting groups. (Author/DB) Primary type of information provided by report: Procedures (Replication).

(d) Results

ED 135 705 SO 009 824

Education for Citizenship: A Bicentennial Survey. Citizenship/Social Studies Report.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NAEP-07-CS-01

Pub Date—Nov 76

Contract—OEC-0-74-0506

Note—44p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.20 paper cover)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Citizenship, *Civics, Data Analysis, Democratic Values, *Educational Assessment, Educational Research, Knowledge Level, Measurement, *National Surveys, Political Attitudes, Political Issues, Secondary Education, Social Attitudes, *Social Studies, *Student Attitudes, Tables (Data)

Identifiers—*National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

A survey of student attitudes and knowledge vis a vis the American political system is presented. Student performance in the areas of social behavior, political attitudes, political knowledge, and political education is described for 13- and 17-year-olds for seven variables–geographical region, sex, race, parental education, size and type of community, educational preparation, and political interest. The first chapter presents an overview of survey results. Findings indicate that 13- and 17-year-olds express similar social and political attitudes, have a high degree of respect for human rights, and favor political participation. The second chapter defines the variables and describes the conventions used to report the data. Social attitudinal trends, including opposition to discrimination, support for equal-housing opportunities and racial trust, are described in chapter three. An assessment of political attitudes is included in chapter four. Knowledge of criminal rights, court role, constitutional rights, presidential power, government functions, political parties, the United Nations, and methods of changing laws is measured in chapter five. The final chapter discusses political education in the schools. Findings indicate that course work in civics is an important factor in student performance and interest. (Author/DB) Primary type of information provided by report: Results (Selective).

ED 153 906 SO 010 844

Mullis, Ina

Citizenship/Social Studies Achievement: Trends over Time.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Mar 78

Note—22p.; Paper presented at Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Gains, *Achievement Rating, Achievement Tests, Behavior Change, *Citizenship, *Educational Assessment, *Educational Trends, Elementary Secondary Education, Governmental Structure, Government Role, Knowledge Level, *Performance, Performance Tests, Political Attitudes, Political Science, Skills, *Social Studies

Identifiers—*National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

The purpose of this paper is to use data from the National Assessment of Educational Progress to describe changes in performance within the subject area of social studies and citizenship education. The items from the citizenship and social studies national assessments illustrate that trends over time are not uniform within these subject areas. The first assessment of citizenship was conducted during 1969-1970 and the first assessment of social studies was conducted during 1971-1972. Both subject areas were reassessed in 1975-1976. The population sampled were 9-, 13-, and 17-year-olds. There are two main sections to the paper: the first describes and analyzes changes in political knowledge and attitudes, while the second describes and analyzes changes in social studies skills, knowledge, and attitudes. Trends indicated declining performance in the area of political knowledge and attitudes. Achievement levels dropped in all the content areas assessed, particularly in knowledge of government and political process. Students' valuing of constitutional rights and respect for others did not decline substantially. Changes in overall social studies achievement appeared related to age level: 9-year-olds showed no significant change; 13-year-olds achievement declined slightly; and 17-year-olds performance dropped substantially. (Author/JK) Primary type of information provided by report: Results (Change).

ED 166 123 SO 011 516

Changes in Political Knowledge and Attitudes, 1969-76. Selected Results from the Second National Assessments of Citizenship and Social Studies.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No.—NAEP-07-CS-02

Pub Date—Mar 78

Contract—OEC-0-74-0506

Note—77p.; Funding information on inside front cover has been removed by ERIC; Figures 1-16 may not reproduce clearly in hardcopy due to small print type of original document

Available from—National Assessment of Educational Progress, Education Commission of the States, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 ($2.45 paper cover)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Age Groups, *Citizenship, Comparative Analysis, Data Analysis, *Educational Assessment, Educational Research, Elementary Secondary Education, *Knowledge Level, National Surveys, *Political Attitudes, *Social Studies, Student Attitudes, Tables (Data), Trend Analysis

Identifiers—*National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

This report summarizes a study of citizenship and social studies attitudes and knowledge conducted by the National Assessment of Educational Progress. The survey of citizenship was conducted during the 1968-69 and 1969-70 school years; the survey of social studies was administered during the 1971-72 school year. During the school year 1975-76, items from both assessments were reassessed to determine changes in performance. Test items emphasized political knowledge and attitudes in five major content areas: constitutional rights, respect for others, structure and function of government, political process, and international affairs. In this report, the first five chapters describe results for each of the five content areas. Chapter six gives results for different population subgroups, and chapter seven presents interpretive remarks about the data by experts in the fields of citizenship and social studies. Many tables and charts supplement the written text in each chapter. (AV) Primary type of information provided by report: Results (Change) (Selective).

ED 168 922 SO 011 578

Summaries and Technical Documentation for Performance Changes in Citizenship and Social Studies Assessments, 1969-76.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-07-CS-21

Pub Date—Feb 79

Contract—OEC-0-74-0506

Note—227p.; Tables and indexes may not reproduce clearly due to small and light print type throughout original document; Funding information on inside cover page has been removed by ERIC

Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 ($22.-15)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Age Groups, *Citizenship, Data Analysis, *Educational Assessment, *Educational Change, Educational Research, Elementary Secondary Education, Knowledge Level, Measurement Techniques, National Surveys, Skill Development, *Social Studies, Statistical Analysis, Student Attitudes, Student Characteristics, Tables (Data)

Identifiers—*National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

This report summarizes changes in student performance in the areas of citizenship and social studies, as measured by the National Assessment of Educational Progress. An initial assessment of citizenship was conducted in 1969-70, and an initial assessment of social studies was conducted in 1971-72. Both areas were reassessed in 1975-76. Because citizenship and social studies cover many similar topics, changes in performance in the two areas are reported here in terms of clusters of exercises covering areas such as political knowledge/attitudes and social studies knowledge/skills. Chapter I reviews development of the citizenship and social studies exercises, and describes procedures used to sample, administer, score, and analyze the exercises. Chapter II summarizes changes in mean percentages of acceptable responses for each age group for each of the major reporting categories and subcategories (i.e., social studies knowledge in economics, history, or political science). Chapter III describes changes in performance for student subpopulations based on factors such as geographic region, socioeconomic status, and sex. It also contains tables summarizing average performance of each group on different clusters of exercises. Appendices present additional data on technical and administrative procedures and nonresponse in assessment samples. (Author/AV) Primary type of information provided by report: Results (Technical).

ED 171 609 SO 011 683

Education for Citizenship: A Bicentennial Survey. Results Manual for Replicating the Citizenship Survey.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—OEC-0-74-0506

Note—80p.; For a related document, see ED 135 705

Pub Type— Guides - Non-Classroom (055) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement Tests, *Citizenship, Data, *Educational Assessment, Grade 8, Grade 11, Guides, Knowledge Level, *National Surveys, Secondary Education, Tables (Data), *Test Interpretation, Test Results, *Tests

Identifiers—*National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

This manual, a supplement to the National Assessment of Educational Progress (NAEP) kit "Education for Citizenship: a Bicentennial Survey" (ED 135 705), provides question-by-question results for the national sample of 13- and 17-year-old students tested. After presenting a brief summary of the background, the introduction describes the purpose of the citizenship assessment kit, which was to measure student achievement in citizenship and social studies. Chapter two reviews requirements for replicating the NAEP assessment model so that valid data comparisons can be made. The third chapter explains how to read the NAEP survey results, the exact meanings of the column headings in the tables, and the possible percentage of error. The final chapter suggests an approach for studying and analyzing assessment scores. The appendix consists of four question-by-question tables, showing the percent correct and standard errors for all 13-year-olds, all 17-year-olds, 13-year-olds in the eighth grade, and 17-year-olds in the eleventh grade. The students are further differentiated according to geographic region, sex, race (black or white), level of parental education, and size and type of community. This supplement contains no summary level results since they can be found in ED 135 705. (CK) Primary type of information provided by report: Results (Exercise Level).

(3) Third Assessment

(b) Assessment Instrument

ED 186 330 SO 012 572

Citizenship and Social Studies Objectives: 1981-82 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-13-CS-10

Pub Date—80

Grant—NIE-G-80-0003

Note—38p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, *Citizenship, *Citizenship Education, *Citizenship Responsibility, Communication Skills, *Educational Objectives, Elementary Secondary Education, Information Utilization, *Social Studies, United States History, Values

Identifiers—*National Assessment of Educational Progress, Third Citizenship Social Studies Assess (1982)

This publication outlines goals that a consensus of educators and lay persons consider important for K-12 citizenship and social studies education. In the 1981-82 school year, the National Assessment of Educational Progress (NAEP) will conduct a third national survey of the citizenship and social studies achievements of 9-, 13-, and 17-year-olds. In the past the citizenship and social studies assessments were conducted separately. Because there is a high degree of similarity between the goals considered important in both citizenship and social studies education, NAEP has combined the two areas into one comprehensive area for the 1981-82 assessment. This set of objectives is the product of that new combination. Five major citizenship/social studies objectives, each of which is then further broken down, are presented. Objectives I, II, and III focus on skills and understandings that enable people to study and evaluate themselves and their social and physical environment and to act as effective students. Objective I details skills necessary to acquire information. Objective II outlines the intellectual processes necessary to use information effectively. Objective III deals with examining one's own and others' personal beliefs and values and those skills that promote effective personal interactions. Objectives IV and V focus on understanding, appreciating, and participating in both the world community and the United States. Objective IV provides a view of human development, adaptation, and change. Objective V outlines significant aspects in the development of the United States. (Author/RM) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

d. LITERATURE

(1) First Assessment

(b) Assessment Instrument

ED 041 009 TE 001 918
Norris, Eleanor L., Ed. Bowes, John E., Ed.
Literature Objectives.
National Assessment of Educational Progress, Ann Arbor, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-8-0771
Pub Date—70
Grant—OEG-0-9-080771-2468(508)
Note—26p.
Available from—National Assessment Office, Rm. 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 (Single copies $1.00; orders of 10 or more, 20% discount)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescents, Adults, Children, *Educational Objectives, English Instruction, Literary Criticism, *Literary Discrimination, *Literature, Reading Comprehension, *Reading Development, Reading Interests, Reading Level, Standards
Identifiers—First Literature Assessment (1971), *National Assessment of Educational Progress

Literature experts, educators, and a national cross-section of interested laymen were gathered by the National Assessment of Educational Progress to define major objectives in literature instruction, to suggest tasks to sample these objectives and exhibit the achievements, interests, and attitudes of those exposed to literature, and to describe behavior expected of 10, 50, and 90 percent of the age groups in the study. They arrived at objectives (differing for the age levels of 9, 13, and 17, and for adults) which they considered appropriate for a national assessment in literature: (1) Read literature of excellence (implying an acquaintance with a wide variety of literary works and an understanding of the basic metaphors and themes through which man has expressed his values and tensions in Western culture). (2) Become engaged in, find meanings in, and evaluate a work of literature. (3) Develop a continuing, independent intellectual and emotional interest, curiosity, and participation in literature and the literary experience. (Some detailed examples of these goals for the various age groupings are provided, as well as lists of committee participants.) (MF) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 077 019 CS 200 541
Literature: Released Exercises.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-L-20
Pub Date—Apr 73
Note—330p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($3.95)
Document Not Available from EDRS.
Descriptors—Characterization, Drama, *Literary Criticism, Literary Devices, Literary Mood, *Literature Appreciation, Metaphors, Mythology, *National Surveys, Novels, Parody, Poetry, *Reading Comprehension, *Reading Habits, Reading Interests, Student Attitudes
Identifiers—First Literature Assessment (1971), *National Assessment of Educational Progress

This volume contains 1970-71 Literature assessment exercises (all in the public domain) which have been selected for release at this time by the National Assessment of Educational Progress. Information furnished for each exercise includes: the literature objective it was designed to measure, the theme (section) in which it appears, relevant scoring categories, the age level at which it was administered, the time allotment and mode of administration, and the results obtained on each exercise. Four themes comprise the volume: (1) Understanding Imaginative Literature, which contains five kinds of exercises to measure student ability to "read a work with literary comprehension"; (2) Responding to Literature, with exercises measuring the student's ability to "become engaged in, find meanings in, and evaluate a work of literature"; (3) Recognizing Literary Works and Characters, which assesses ability to recognize literary works, parodies of famous works, literary allusions, myths, and story patterns; and (4) A Survey of Reading Habits, which explores reading attitudes, preferences, and so on. (MF) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

(d) Results

ED 072 461 CS 200 356
Highlights of the First National Assessment of Literature.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—Nov 72
Note—38p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, *Elementary Education, English, *Evaluation, Literary Criticism, *Literary Discrimination, *Literature, *Literature Appreciation, Reading Comprehension, *Secondary Education
Identifiers—First Literature Assessment (1971), *National Assessment of Educational Progress

This report describes highlights of the first National Assessment of Literature, a project of the Education Commission of the States. This assessment surveyed four major questions: How well do people understand literature? What and how often do they read? In what ways and how well do people understand imaginative literature? How familiar are they with major characters and works of Western literature? The ages of the subjects tested were nine, thirteen, seventeen, and adults. Results were analyzed according to sex and region of the country. The report includes samples of the testing devices used for each of the four major questions, some of the responses received, and some of the generalizations derived from this survey. The authors note that each question did not receive equal assessment time, and that no one question could be exhaustively pursued in any one assessment year. They also note that the results may be interpreted in various ways depending on the reader's point of view. It is hoped that while the survey will not answer all or even many of the questions about the status of literary understanding in America, it will generate discussion and further research. (Author/DI) Primary type of information provided by report: Results (Overview).

ED 077 002 CS 200 514
Brown, Rexford
Understanding Imaginative Language: Theme 1 of the National Assessment of Literature.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-L-01
Pub Date—Mar 73
Note—212p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($2.65)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Accountability, Adult Education, *Elementary Education, English, *Imagination, Literary Devices, *Literary Discrimination, Literary Mood, Literary Styles, Literature, Literature Appreciation, Metaphors, *Poetry, Puns, *Secondary Education
Identifiers—First Literature Assessment (1971), *National Assessment of Educational Progress

This study includes exercises which assessed five rudimentary skills involved in understanding and interpreting imaginative literature. The study is one of a series by the National Assessment of Educational Progress, which gathers information about the eudcational attainments of 9, 13, and 17 year olds and adults (ages 26-35) in ten subject areas. This report includes the testing devices and detailed discussions and graphs of the results for exercises in (1) the rhythm and logic of poetry; (2) ability to recognize puns; (3) recognition of the tenor and vehicle of metaphors in poems; (4) "form similarity exercises," requiring people to choose the genre best describing similar types of writing; and (5) "inference exercises," requiring identification of the tone of a passage and a written defense of the answer. In addition to these topics, the study includes an abstract of the results, a discussion of how the results are presented, and a discussion of the limitations of the data. An appendix presents the complete results for all of the exercises, including the national percentages, the standard errors, and the differences from the national figures for each group studied. (Author/DI) Primary type of information provided by report: Results (Topical).

ED 077 020 CS 200 542
Brown, Rexford
Responding to Literature: Theme 2, Literature.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-L-02
Pub Date—Apr 73
Note—190p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 ($2.85)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Adolescents, *Adults, *Children, English, Evaluation, *Literary Criticism, Literary Discrimination, Literature, *Literature Appreciation, Poetry, Short Stories
Identifiers—First Literature Assessment (1971), *National Assessment of Educational Progress

This study presents the second of four reports of the results of the 1970-71 National Assessment of Literature. The educational attainments of nine-year-olds, thirteen-year-olds, seventeen-year-olds, and adults (ages 26-35) were surveyed according to the subjects' ability to become engaged in, find meanings in, and evaluate a work of literature. Respondents made verbal remarks about poems and stories; these remarks were taperecorded and classified according to four categories developed by Alan Purves and Victoria Rippere: engagement-involvement, perception, interpretation, and evaluation. The respondents also wrote essays about stories or poems; these essays were classified as inadequate, barely adequate, adequate, or superior. The bulk of this report consists of sample responses to the exercises; judgments about the worth and implications of the responses are left to the reader. (Some charts have poor reproducibility due to type size; pages 179-231 containing statistical data of results are omitted because of nonreproducibility due to type size.) (DI) Primary type of information provided by report: Results (Topical).

ED 078 366 CS 000 569
Johnson, Simon S.
A Survey of Reading Habits: Theme 4, Literature.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-L-04
Pub Date—May 73
Note—157p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Attitude Measures, Community Characteristics, Geographic Regions, *Literature Appreciation, *National Surveys, Racial Differences, Reading Development, *Reading Habits, Reading Interests, Reading Research, Sex Differences
Identifiers—First Reading Assessment (1971), *National Assessment of Educational Progress

Provided by the National Assessment of Educational Progress are the exercises in and results of a survey to determine attitudes toward literary instruction and to discover what types of literature individuals read and how often they read. Overall national results and results for such categories as region, sex, color, parental education, and size and type of community are given for the four age groups involved–9 year olds, 13 year olds, 17 year olds, and adults (26-35). (Statistical data in Appendix A. p.147-261 is omitted because small type is nonreproducible.) (MF) Primary type of information provided by report: Results (Topical).

ED 078 425 CS 200 537
Recognizing Literary Works and Characters: Theme 3, Literature.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-L-03
Pub Date—Apr 73
Note—133p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($2.60)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Adolescents, *Adults, *Children, English, Evaluation, Literary Criticism, *Literary Discrimination, Literary Genres, *Literature, Mythology, Parody, Poetry, Short Stories
Identifiers—First Literature Assessment (1971), *National Assessment of Educational Progress

This study presents the third of four reports of the 1970-71 National Assessment of Literature. The educational attainments of nine-year-olds, thirteen-year-olds, seventeen-year-olds, and adults (ages 26-35) were surveyed according to their ability to recognize literary works and characters. Five types of exercises were used: (1) an illustration of a well-known nursery rhyme, story, or poem; (2) parodies of famous poems; (3) allusions to some literary work or character; (4) a disguised myth or story pattern; and (5) straightforward questions about specific works and characters. Sample responses to the exercises and detailed results are included. The authors state that the ultimate goal of this study was to discover whether people could use their knowledge of literature to confront new situations, either in literature or in life. The judgment about what the presence or lack of this literary knowledge means is left to the reader. (Statistical data, pages 125-98, removed because small type size prohibits reproducibility.) (DI) Primary type of information provided by report: Results (Topical).

ED 079 685 CS 000 615
Brown, Rexford G.
Literature: Summary Data.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-L-00
Pub Date—Jun 73
Note—115p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.25)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Age Differences, *Educational Diagnosis, Elementary Education, English Instruction, Fiction, Figurative Language, *Literary Discrimination, *Literary Genres, *Literature Appreciation, Mythology, Parody, Poetry, Racial Differences, *Reading Habits, Reading Interests, Secondary Education, Sex Differences
Identifiers—First Literature Assessment (1971), *National Assessment of Educational Progress

This section of the 1970-1971 National Assessment of Educational Progress presents summary data for the responses to literature assessment. Data is presented in graph and tabular form and discussed in detail for the educational attainments of nine year olds, thirteen year olds, seventeen year olds, and adults (ages 26-35). The data is also categorized according to region of the country, sex, color (blacks and whites), level of parental education, size and type of community, and size of community groups. The report assessed attainments in four areas or themes: (1) understanding imaginative language, (2) responding to literature, (3) recognizing literary works and characters, and (4) reading habits. Discussions are provided of how various groups performed on each of these themes, the results according to various objectives of the assessment, and how the various age groups performed on these themes. (DI) Primary type of information provided by report: Results (Technical Summary).

(2) Second Assessment

(b) Assessment Instrument

ED 113 737 CS 202 323
Literature Objectives; Second Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Pub Date—75
Note—18p.
Available from—National Assessment of

Educational Progress, Education Commission of the States, 1860 Lincoln Street, Suite 700, Denver, Colorado 80203 ($1.00, make checks payable to Education Commission of the States)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavioral Objectives, Comprehension, Creative Writing, *Educational Objectives, *Emotional Response, English Instruction, Listening, *Literature, *Literature Appreciation, National Surveys, Reading, Values

Identifiers—*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

The literature advisory group–comprised of English teachers at all levels, language arts supervisors, and professionals with a national perspective–convened in March 1972 to begin the revision of the literature objectives which had been created in 1965-66 by the National Assessment of Educational Progress. In this booklet, literature is defined as language used imaginatively to communicate ideas and feelings, express perceptions, provide interpretations, and present visions of human experience. Literature exists in all cultures at all times and appears in oral, written, and enacted forms. The advisory committee intended that the three major objectives be seen as a sequence of increasingly complex activities. The first objective emphasizes immediate experience with literature–the witness must be aware of imaginative language. The second objective emphasizes the ways in which the observer can participate in an experience with literature, and the third objective emphasizes literature as a cultural phenomenon. Two appendixes list the participants for the literature objectives conference and for the review conference. (LL) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

(d) Results

ED 209 641 CS 006 351

Reading, Thinking and Writing: Results from the 1979-80 National Assessment of Reading and Literature.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-89398-110-9; NAEP-11-L-01

Pub Date—Oct 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—82p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Criterion Referenced Tests, *Critical Reading, *Critical Thinking, Elementary Secondary Education, *Literature Appreciation, *National Competency Tests, Reading Comprehension, Reading Skills, *Student Evaluation, *Writing Skills

Identifiers—*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

The results of the 1979-80 reading and literature assessment conducted by the National Assessment of Educational Progress (NAEP) are contained in this report. In addition to the national results, the report describes the performance of 9-, 13-, and 17-year-old students in various cohorts defined by geographic region, sex, race/ethnicity, parental education, and size and type of community. The primary focus of the report is upon the written responses of students to works of literature when they were asked to analyze them, defend their initial reactions to the works, evaluate works, or simply respond to them in any way they deemed appropriate. In addition, the report provides information about the students' reading habits and attitudes, as well as their knowledge of literary works, characters, and conventions. The findings presented in the report indicate (1) that most students lacked systematic strategies for examining what they read in order to understand it fully, and (2) that although students could make sound initial responses to works, they did not appear to know how to support or explain their responses in any but the most superficial ways. The report discusses the implications of the findings and suggests that school administrators and teachers take a variety of steps to address the problems raised by them. Primary type of information provided by report: Results (Selective) (Change). (FL)

e. MATHEMATICS

(1) First Assessment

(b) Assessment Instrument

ED 063 140 SE 013 711
Norris, Eleanor L. Bowes, John E.
National Assessment of Educational Progress, Mathematics Objectives.
Education Commission of the States, Denver, Colo.; National Assessment of Educational Progress, Ann Arbor, Mich.
Pub Date—70
Note—41p.
Available from—National Assessment Office, Room 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 ($1.00)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Objectives, Elementary School Mathematics, Evaluation, *Mathematics Education, *National Competency Tests, National Surveys, Secondary School Mathematics
Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress

After a brief summary of their development, the mathematics objectives of the National Assessment of Educational Progress are classified under three dimensions: (1) The Use of Mathematics dimension has three levels: social, technical, and academic. Within each level, a hierarchy of subject matter and skills from easy (90 percent correct) to very hard (10 percent correct) is projected; (2) The Content domain includes all mathematics currently taught in the elementary and secondary schools of the nation, up to but not including the calculus. This content is listed under 17 main headings; and (3) The Objectives or Abilities dimension has six levels: recall, manipulation, understanding concepts, solving problems, open-ended applications, and appreciation of mathematics. The general nature of the tasks within each level is described, and the specific topics for each age (9, 13, 17, and adult) are listed; but no illustrative test items are included. (MM) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 138 468 SE 022 479
Mathematics Technical Report: Exercise Volume. National Assessment of Educational Progress. Report No. 04-MA-20.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date—Feb 77
Contract—OEC-0-74-0506
Note—1,412p.; For related document, see ED 129 636; Not available in hard copy due to marginal legibility of original document; Pages 329-344 missing from document prior to shipment to EDRS
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)
Pub Type— Reports - Research (143)
EDRS Price - MF11 Plus Postage. PC Not Available from EDRS.
Descriptors—*Achievement, *Educational Assessment, Educational Research, Elementary School Mathematics, Elementary Secondary Education, Evaluation, *Item Analysis, *Mathematics Education, National Competency Tests, Secondary School Mathematics, Surveys, *Test Results
Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress

Included in Chapter 1 of this report are background information on the 1972-73 mathematics assessment; details of the computational formulas used in reporting results; and explanations of the technical documentation, exercise presentation, documentation pages, scoring guides, and data tables for released and unreleased exercises. The remainder of this volume consists of four appendices. In Appendix A, the mathematics objectives measured by the exercises are discussed. Appendix B contains an outline of the fifteen mathematics content areas covered by the assessment. Appendix C is devoted to the released mathematics exercises. Included for each of the released exercises are a copy of that exercise as presented to respondents, a documentation page, a scoring guide for free-response or open-ended exercises, and a complete data table. Appendix D covers the unreleased mathematics exercises and includes a documentation page and a limited data table for each of the exercises. Both appendices C and D are organized according to the fifteen mathematics content areas. (DT) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

(d) Results

ED 102 029 SE 018 770
Math Fundamentals: Selected Results from the First National Assessment of Mathematics.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—R-04-MA-01
Pub Date—Jan 75
Note—56p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order Report 04-MA-01; $1.10)
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Community Size, Educational Status Comparison, Elementary Secondary Education, Geographic Regions, *Mathematical Applications, *Mathematics Education, *National Surveys, *Number Concepts, Research, *Testing
Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress

This report, the first of several to be published on the results of the 1972-73 assessment of mathematics, begins with a brief general discussion of the project. The findings with respect to pure computation and computation with translation are then presented in some detail. Data collected from subjects at four age levels (9, 13, 17, and adult) are presented; these data relate to skill at performing the four basic operations, spearately and in combination, ability to compute with fractions, translation (word problems), and approximation. Several sample problems and response patterns are presented and discussed. Group results are summarized; results are also analyzed on the bases of sex, race, geographical region, educational level of parents, and size and type of community. (SD) Primary type of information provided by report: Results (Selective).

ED 111 696 SE 019 754
Consumer Math: Selected Results from the First National Assessment of Mathematics.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Report No.—NAEP-04-MA-02
Pub Date—Jun 75
Note—49p.; For a related document, see ED 102 029
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Order Report 04-MA-02, $1.05)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Achievement, Comparative Analysis, *Consumer Education, Educational Status Comparison, Elementary Secondary Education, Geographic Regions, *Mathematical Applications, *Mathematics Education, National Surveys, Postsecondary Education, Racial Differences, *Research, Sex Differences, Surveys, Testing
Identifiers—Consumer Mathematics, First Mathematics Assessment (1973), *National Assessment of Educational Progress

This report focused upon mathematical skills needed by the American consumer to function effectively in the marketplace. The nationwide assessment was conducted during the 1972-73 school year by the National Assessment of Educational Progress (NAEP). Respondents at four age levels were included: 9-year-olds, 13-year-olds, 17-year-olds, and young adults ages 26-35. The items on consumer mathematics skills were administered to individuals (probability samples) chosen in such a way that results could be generalized to an entire national population. The first chapter of the report describes results for problems involving money, using such skills as averaging and calculating percent and proportion. Chapter 2 discusses results of household problems involving estimating unit prices and converting units of measure. Chapter 3 examines the ability to read and interpret graphs. Chapter 4 deals with skill in computation of averages and percents. Chapter 5 summarizes the results. Data are reported for various groups within the national population. (JBW) Primary type of information provided by report: Results (Selective).

ED 127 198 **SE 021 245**
National Assessment of Educational Progress. The First National Assessment of Mathematics: An Overview.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-04-MA-00
Pub Date—Oct 75
Note—64p.; Contains small print in Figures
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Mathematics Report Number 04-MA-00, $1.25)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Ability, *Educational Assessment, *Educational Research, Elementary Education, Evaluation, Higher Education, Mathematical Concepts, *Mathematics, Mathematics Education, *National Surveys, Secondary Education, *Student Characteristics
Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress

This report summarizes the results of a nationwide survey of the mathematical ability of young Americans at four age levels: 9-year-olds, 13-year-olds, 17-year-olds, and young adults ages 26-35. The study was conducted during the 1972-73 school year by the National Assessment of Educational Progress (NAEP). The mathematics assessment included six major content areas: numbers and numeration, measurement, geometry, variables and relationships, probability and statistics, and consumer mathematics. Each chapter summarizes results for one content area and indicates trends in ability illustrated by results for selected exercises. Concepts from all content areas are usually introduced at the elementary level and are then reinforced and expanded at higher age levels. In addition to age levels, the assessment also provides results for the following groups within the national population: sex, race, region of the country, level of parental education, and size and type of community. Results for the different population groups are not given for each content area but are discussed in the data summary from all content areas. (Author/MH) Primary type of information provided by report: Results (Overview).

ED 129 636 **SE 021 544**
Mathematics Technical Report: Summary Volume. National Assessment of Educational Progress.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-04-MA-21
Pub Date—Sep 76
Contract—OEC-O-74-0506
Note—181p.; Not available in hard copy due to small type
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Achievement, *Educational Assessment, Elementary School Mathematics, Elementary Secondary Education, Evaluation, *Mathematics Education, National Competency Tests, *National Surveys, Research, Secondary School Mathematics, *Surveys
Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress

The purpose of this report is to summarize the results of the National Assessment of Educational Progress Project's 1972-73 assessment of mathematics. Chapter 1 gives details concerning the sample and the data analysis procedures that were used. Each of the next six chapters focuses on results in one of the following major content areas: numbers and numeration, measurement geometry, variables and relationships, probability and statistics, and consumer mathematics. The final chapter provides summaries across content areas of results grouped by sex, race, region of the country, parental education, and size and type of community. Appendices contain significance charts by group for each major content area at each age level and data on the number of responses by group at each age. (DT) Primary type of information provided by report: Results (Technical Summary).

(2) Second Assessment

(b) Assessment Instrument

ED 156 439 **SE 024 326**
Mathematics Objectives: Second Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Pub Date—78
Contract—OEC-0-74-0506
Note—52p.; Contains occasional small print
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Educational Assessment, Elementary School Mathematics, *Elementary Secondary Education, *Evaluation, *Mathematics Education, *Objectives, Secondary School Mathematics, *Test Construction, Testing Programs, Tests
Identifiers—*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Procedures for the development of the Second Assessment of Mathematics (1977-78) by the National Assessment of Educational Progress are outlined following an overview of the National Assessment effort and the first assessment of mathematics during the 1972-73 school year. The framework for organizing the mathematics objectives for the second assessment is given as well as the development of several special topics to be assessed. Appendices contain a list of consultants for objectives, a content outline, and sample exercises. (MN) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 187 543 **SE 030 868**
The Second Assessment of Mathematics, 1977-78, Released Exercise Set.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—May 79
Contract—OEC-0-74-0506
Note—366p.; Not available in hard copy due to marginal legibility of original document.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Educational Assessment, Elementary Secondary Education, *Mathematics Education, National Competency Tests, National Surveys, *Problem Sets, Test Construction, *Testing, *Test Items
Identifiers—*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

The purpose of this released exercise set is to provide easy access to some exercises from the National Assessment of Educational Progress (NAEP) second mathematics assessment, conducted in 1977-78. Part 1 of the text explains NAEP's assessment procedures and describes the documentation provided for the various kinds of exercises in the set. Part 2 describes rationales behind the development of the attitudinal and experience questions for the 1977-78 mathematics assessment. Part 3 describes the taxonomic and content classifications used to develop and report on cognitive exercises for the 1977-78 mathematics assessment. Part 4 presents the classification scheme used to develop the released items used to measure changes in performance. Included are the exercises that were developed and assessed in the 1972-73 mathematics assessment and reused in the 1977-78 assessment. Part 5 contains two types of cross-reference tables. The remainder of the publication consists of copies of released exercises and documentation for each exercise. Attitudinal and experience exercises compose Appendix A, followed by cognitive exercises developed for the 1977-78 assessment, in Appendix B, and the exercises measuring changes from the 1972-73 assessment of mathematics in Appendix C. (Author/MK) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

(c) Procedures

ED 186 280 SE 030 759
Ward, Barbara
Procedural Handbook: 1977-78 Mathematics Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Report No.—NAEP-09-MA-40
Pub Date—Apr 80
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—74p.
Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($3.70); and Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (no price quoted).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Data Analysis, *Data Collection, *Educational Assessment, Elementary School Mathematics, Elementary Secondary Education, Item Sampling, *Mathematics Education, *National Competency Tests, National Surveys, Sampling, Secondary School Mathematics, Statistical Analysis, *Test Construction, Testing Programs
Identifiers—*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

The National Assessment of Educational Progress (NAEP) has completed two assessments of mathematics, the first conducted in 1972-73 and the second during 1977-78. Each assessment surveyed the mathematics achievement of American 9-, 13-, and 17-year-olds, using a deeply stratified, multistage probability sample design. This report documents procedures used in the 1977-78 mathematics assessment and also describes changes in procedures between the assessments. Described are specific procedures to develop objectives and exercises, draw the assessment sample, prepare materials for the assessment, administer and score the items, and analyze results. Availability of materials providing information about the results of the assessment is summarized in the final chapter. (Author/MK) Primary type of information provided by report: Procedures (Overview).

(d) Results

ED 176 964 SE 028 819
Kahl, Stuart
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—NAEP-09-MA-02
Pub Date—Aug 79
Contract—OEC-0-74-0506
Note—83p.; For related document, see SE 028 820
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted); and NAEP, 1860 Lincoln St., Denver, CO 80295 ($4.65)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Ability, *Achievement, *Basic Skills, Computation, *Educational Assessment, Educational Research, Elementary Education, Evaluation, Mathematical Concepts, *Mathematics Education, *National Surveys, Secondary Education, *Student Characteristics
Identifiers—*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

This is one of a series of reports summarizing the results of the second mathematics assessment conducted by the National Assessment of Educational Progress (NAEP). Nine, 13- and 17-year-olds were assessed during the 1977-78 school year. The assessment measured achievement in various content areas at four levels of cognitive processes (knowledge, skill, understanding, and application). This report describes performance on knowledge and skill items. The report includes results for mathematical knowledge in the areas of numbers and numeration, geometry and measurement. The results for skills are divided into computational skills (computation with whole numbers, fractions, decimals, integers, percent, and conversion between fractional form) and other mathematical skills (measurement, reading graphs and tables, geometric manipulations, algebraic manipulations and estimation skills). The report also includes group results, age level comparisons and observations on the results. The observations, consisting of interpretation, consideration of implications, and recommendations, were made by a panel of persons active in the field. It was the judgment of this panel that while performance is generally satisfactory for knowledge and whole number computational skills, achievement in many other areas is below desired levels. Among the five recommendations is that the remedy for areas in which performance is not satisfactory should not be to expand rote drill and mechanistic teaching approaches but should strive to promote understanding. (PK) Primary type of information provided by report: Results (Selective).

ED 176 965 SE 028 820
Ward, Barbara
Mathematical Applications: Selected Results from the Second Assessment of Mathematics.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—NAEP-09-MA-03
Pub Date—Aug 79
Contract—OEC-0-74-0506
Note—66p.; For related document, see SE 028 819
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted); and NAEP, 1860 Lincoln St., Denver, CO 80295 ($4.50)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Ability, *Achievement, *Educational Assessment, Educational Research, Elementary Education, Evaluation, Mathematical Applications, Mathematical Concepts, *Mathematics Education, *National Surveys, *Problem Solving, Secondary Education, *Student Characteristics
Identifiers—*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

This is one of a series of reports summarizing the results of the second mathematics assessment conducted by the National Assessment of Educational Progress (NAEP). Nine, 13- and 17-year-olds were assessed during the 1977-78 school year. The assessment measured achievement in various content areas at four levels of cognitive processes (knowledge, skill, understanding and application). This report describes performance on application items. The report includes results for one-step word problems, problems about consumer situations, multistep word problems, non-routine problems, and problems involving geometry, measurement, probability and statistics, graphs and tables, or reasoning making judgments. The report also includes group results, age level comparisons and observations on the results. The observations, consisting of interpretation, consideration of implications and recommendations, were made by a panel of persons active in the field. The panel felt that the results implied that problem solving is a major area of concern in mathematics education. Among the panel's seven recommendations were an expanded definition of what is "basic" modification of textbooks to include a greater variety of problem-solving tasks and more emphasis on the teaching of problem solving. (PK) Primary type of information provided by report: Results (Selective).

ED 177 011 SE 029 127
Ward, Barbara
Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—NAEP-09-MA-01
Pub Date—Aug 79
Contract—OEC-0-74-0506
Note—43p.
Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, Colorado 80295 ($1.75)
Pub Type— Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Educational Assessment, *Educational Change, *Educational Research, Elementary School Mathematics, Elementary Secondary Education, Evaluation, *Mathematics Education, *National Competency Tests, National Surveys, Secondary School Mathematics, Testing

Identifiers—Mathematical Assessment, *National Assessment of Educational Progress, Second Mathematics Assessment (1978)

The National Assessment of Educational Progress (NAEP) has completed two surveys of mathematics achievement of 9-, 13-, and 17-year-old students. The first was conducted during the 1972-73 school year and the second five years later, during 1977-78. This report describes changes in students' performance between the assessments. The overall results indicate some decline in mathematics achievement. Changes in performance differed by type of item and by age group. Declines became more apparent for older students. The results for whole number computation were generally satisfactory; however, results for problem solving were generally low and had declined. The assessment indicated a significant decline on mathematics understanding items only for 17-year-olds, while all three age groups declined on mathematics applications items. A panel chosen to intepret the results warned against placing too much emphasis on overall results and stated that changes for population groups or specific item types provide more meaningful information. The panel made seven recommendations for school mathematics. (MK) Primary type of information provided by report: Results (Change) (Selective).

ED 182 174 SE 029 967

Kahl, Stuart

Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-09-MA-04

Pub Date—Dec 79

Contract—OEC-0-74-0506

Note—53p.; For related documents, see ED 176 964-965

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (no price quoted); NAEP, 1860 Lincoln Street, Denver, CO 80295 ($3.85)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Ability, *Achievement, *Educational Assessment, *Educational Research, Elementary Secondary Education, Evaluation, Geometry, Mathematical Concepts, *Mathematics Education, Measurement, *National Surveys, Number Concepts, *Student Characteristics

Identifiers—*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

This is one of a series of reports summarizing the results of the second mathematics assessment conducted by the National Assessment of Educational Progress (NAEP). Nine, 13- and 17-year-olds were assessed during the 1977-78 school year. The assessment measured achievement in various content areas at four levels of cognitive processes: knowledge, skill, understanding, and application. This report describes performance on the understanding items. Included are results for understanding of numbers and numeration, variables and relationships, geometry, measurement, and various other topics. The report also contains group results, age-level comparisons and observations on the results. The observations, consisting of a historical perspective, implications of the results, and recommendations, were made by a panel of people active in the field of mathematics education. Among the panel's five recommendations were: (1) An expanded definition of what is "basic" in mathematics is crucial to foster students' ability to cope with different types of mathematical tasks; (2) There is a need to promote understanding of concepts and to link skill development to problem-solving activities; and (3) There is a need for more consistent and comprehensive teacher education in the mathematics area. (MK) Primary type of information provided by report: Results (Selective).

ED 186 279 SE 030 758

Phillips, Donald L.

Mathematics Technical Report: Summary Volume.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-09-MA-21

Pub Date—Apr 80

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—158p.; Contains small and light type in Tables.

Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($12.10); and Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (no price quoted).

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Academic Achievement, *Educational Assessment, Educational Change, Elementary School Mathematics, Elementary Secondary Education, Evaluation, *Mathematics Education, *National Competency Tests, National Surveys, Secondary School Mathematics, Statistical Analysis, Test Results

Identifiers—*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

This report summarizes the results of the National Assessment of Educational Progress 1977-78 assessment of mathematics. Chapter one provides general information about mathematics assessments and includes discussion of the objectives, samples, exercises, statistics, and background variables of the assessment. Chapter two considers changes in performance between the first mathematics assessment conducted in 1972-73 and the second assessment being considered in this report. The third chapter describes performance for the nation and standard variable groups. Sections in this chapter include: region, sex, race/ethnicity, level of parental education, type of community, community size, and grade in school. Chapter four gives results for nonstandard variable groups. The two appendices discuss the estimation of standard errors and the source questions for special variables. (MK) Primary type of information provided by report: Results (Change) (Selective).

(3) Third Assessment

(b) Assessment Instrument

ED 211 352 SE 035 975

Mathematics Objectives, 1981-82 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-89398-147-8; NAEP-13-MA-10

Pub Date—81

Grant—NIE-G-80-0003

Note—41p.; For related document, see ED 156 439. Contains occasional light type.

Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($2.10).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Objectives, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, *Evaluation, *Mathematics Education, Testing

Identifiers—Mathematics Education Research, Mathematics History, *National Assessment of Educational Progress, *Third Mathematics Assessment (1982)

This document describes the nature of the Third Assessment of Mathematics for the National Assessment of Educational Progress. Information about the first two assessments is provided to give background information and details on the framework for the third assessment. It is noted that objectives for the third assessment are based on the second, with revisions that reflect current content and trends in school mathematics. Information about the content domain is provided, with the six content categories discussed: numbers and numeration; variables and relationships; shape, size, and position; measurement; probability and statistics; and technology. Technology is measured by assessing the use of calculators and computer literacy. Five categories in the process domain are reviewed: knowledge, skill, understanding, application and problem solving, and attitudes towards mathematics. Questions to be answered within each of the process categories are listed. The first of two appendices lists advisory committee members and consultants. The second provides additional information on three assessment topics: attitudes, the calculator, and estimation skills. (MP) Primary type of information provided by report: Assessment Instrument (Objectives).

f. MUSIC

(1) First Assessment

(b) Assessment Instrument

ED 063 197 SO 002 918
Norris, Eleanor L., Ed. Bowes, John E., Ed.
National Assessment of Educational Progress. Music Objectives.
Education Commission of the States, Denver, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—70
Grant--OEG-0-9-080771-2468-508
Note—29p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Accountability, Achievement Rating, Applied Music, Behavioral Objectives, *Educational Objectives, Elementary School Students, High School Students, *Measurement Objectives, Musical Composition, Musical Instruments, Music Appreciation, *Music Education, Music Reading, Music Techniques, Music Theory, *National Surveys
Identifiers—First Music Assessment (1972), *National Assessment of Educational Progress

Specific music objectives for which exercises were developed to assess music achievement, and actual procedures for establishing these objectives, comprise this brochure. The Educational Testing Service (ETS), awarded the task of developing music objectives in 1965, met with a group of experts in music to define the scope of music assessment. The panel viewed tasks and objectives as synonymous, pointing out that since music is a personal, aesthetic experience it is not easy to assess. With the advice of specialists, a final set of objectives, including attitudes, for music assessment was completed. Six broad major objectives, measured by certain proficiencies at specific age levels - 9, 13, 17, and young adults 26 to 35 - are for students to: 1) perform a piece of music; 2) read standard musical notation; 3) listen to music with understanding, perceiving the elements and structure of music; 4) to be knowledgeable about some musical instruments, terminology, methods, literature, and history; 5) know about musical resources of the community and seek musical experiences by performing music; and 6) make judgments about music, and value the personal worth of music. (Author/SJM) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development)

ED 120 086 SO 009 018
Music Technical Report: Exercise Volume. Music Report No. 03-MU-20.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—Carnegie Corp. of New York, N.Y.; Fund for the Advancement of Education, New York, N.Y.; National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-03-MU-20
Pub Date—Dec 75
Note—1,016p.; For a related document, see ED 114 348; Not available in hard copy due to print size of original document
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. 03-MU-20, $10.10)
Pub Type— Reports - Research (143)
EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, Achievement, Adult Education, *Applied Music, *Educational Assessment, Elementary Secondary Education, Evaluation, Knowledge Level, Music, Musical Composition, Music Appreciation, *Music Education, *National Surveys, Student Attitudes, Tables (Data), Vocal Music, Young Adults
Identifiers—First Music Assessment (1972), *National Assessment of Educational Progress

This technical report contains the released musical exercises used and the assessment data collected in a nationwide survey of music education conducted by the National Assessment of Educational Progress (NAEP). Nine-year-olds, 13-year-olds, 17-year-olds, and adults (ages 26-35) were asked questions designed to measure their attitudes toward music and their achievement in or knowledge of musical performance, musical notation and terminology, instrumental and vocal media, and music history and literature. Although the report contains only one-half of the music exercises used in the survey, assessment data for all the exercises administered are provided. (Some exercise texts are unreleased at this time because NAEP will administer these exercises again in the future to determine whether the performance level of Americans has improved or declined.) Assessment data include percentage results for the national sample and for each of the subpopulation samples grouped by region, sex, race, parental education, and size and type of community. A cassette tape recording that presents the musical selections used as stimuli in many of the released exercises is available from NAEP. Also available are computer data tapes that contain the original, unanalyzed response data for all of the exercises. (Author/RM) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

(c) Procedures

ED 129 839 TM 005 455
Oldefendt, Susan J.
Scoring Instrumental and Vocal Musical Performances.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—[Apr 76]
Note—12p.; Paper presented at the Annual Convention of the National Council on Measurement in Education (San Francisco, California, April 1976)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Criterion Referenced Tests, Educational Assessment, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, Examiners, *Music, *National Surveys, *Performance, *Scoring, Skill Analysis, *Test Construction, Testing, Training Methods, Vocal Music, Young Adults
Identifiers—First Music Assessment (1972), *National Assessment of Educational Progress

The first National Assessment of Music, conducted in 1971-72, measured the knowledge, skills, and attitudes of 9 year olds, 13 year olds, 17 year olds, and young adults, resulting in estimates of proportions of people in the population who have certain attitudes toward music, knowledge about music terminology, notaion and history, and musical performance skills. For the assessment of performance skills, new types of exercises and administration procedures were designed, and scoring criteria for the variety of performance tasks were developed. Standard instructions were given at all levels, and responses were recorded so they could be evaluated and scored later by trained music educators. The scorers counted errors in completeness, pitch, and rhythm, and the summary of these was the score for overall quality. In each category, the error rate determined whether a performance was "markedly deficient" or not. This development of methodologies for constructing items and scoring criteria for measuring musical performance skills across a wide range of abilities in the population was a pioneer effect. (BW) Primary type of information provided by report: Procedures (Scoring).

(d) Results

ED 097 275 SO 007 842
Rivas, Frank W.
The First Music Assessment: An Overview. National Assessment of Educational Progress Report No. 03-MU-00.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-03-MU-00
Pub Date—Aug 74
Note—41p.; For related document see SO 007 843
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Order Report 03-MU-00; $0.60)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Aesthetic Education, *Educational Assessment, Educational Research, *Evaluation, Evaluation Methods, Fine Arts, *Music, Music Activities, Music Appreciation, *Music Education, Music Techniques, *National Surveys, Tests, Theater Arts
Identifiers—*National Assessment of Educa-

tional Progress

For nine years the National Assessment of Education Progress has attempted to measure behaviors that are assumed to correlate with sensitivity to music and analytic skills typically taught in the classroom. These skills included musical performance, ability to use traditional notation, ability to discriminate and label instruments and voices, ability to recognize important aspects of music history and literature, and the disposition to listen to music and participate in musical activities. Eighty thousand individuals in four age groups were tested. Results indicate that performance, knowledge of notation and terminology, and knowledge of music history and literature rank the lowest. Knowledge of the names and sounds of musical instruments and general attitude towards music rank the highest. The general pattern is that people are involved at the simplest levels with the activity of music, while more specialized knowledge is lacking. (Author/DE) Primary type of information provided by report: Results (Overview).

ED 097 276 SO 007 843

Rivas, Frank W.

A Perspective on the First Music Assessment. National Assessment of Education Progress Report No. 03-MU-02.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-03-MU-02

Pub Date—Apr 74

Note—32p.; For a related document see SO 007 842

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order Report 03-MU-02; $0.45)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aesthetic Education, Curriculum Development, *Educational Assessment, Educational Research, *Evaluation, Evaluation Methods, Fine Arts, *Music, Music Activities, Music Appreciation, *Music Education, Music Teachers, *Music Techniques, National Surveys, Tests, Theater Arts

Identifiers—*National Assessment of Educational Progress

Since 1965 the National Assessment of Educational Progress has conducted a nationwide survey of musical abilities, during which 150 musical exercises have been administered to about 80,000 individuals in four age groups. Members of the Music Educators National Conference studied this survey to determine implications for the music teacher in terms of curriculum methods and priorities. Exercises were grouped into the following five categories: musical performance, knowledge of notation and terminology, recognition of instrumental and vocal media, knowledge of music history and literature, and attitudes toward music. Results of the exercises were generally low, although attitudes toward music were positive. This led to the implication that music education programs are not taking full advantage of the positive attitude that people have toward music. The panel limited themselves to the discussion of national results, foregoing results by sex, color, region, parental education, and community type. (Author/DE) Primary type of information provided by report: Results (Interpretation) (Selective).

ED 099 270 SO 007 966

Rivas, Frank W.

An Assessment of Attitudes Toward Music. National Assessment of Educational Progress.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Report No.—NAEP-03-MU-03

Pub Date—Sep 74

Note—41p.; ED 063 197; So 007 842, So 007 843 are related documents

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.85)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aesthetic Education, *Educational Assessment, Educational Research, Evaluation, Group Activities, Music, Music Activities, Musical Instruments, *Music Appreciation, *Music Education, National Surveys, Singing, *Student Attitudes, Vocal Music

Identifiers—First Music Assessment (1972), National Assessment of Educational Progress

Reactions to attitude items from the first national assessment of music expressed by a panel of music educators during a two-day conference on implications of the entire assessment are reproduced in this report. The panel states that aesthetic sensitivity is the ultimate goal of music education; however, the attitude items in the assessment do not measure sensitivity directly but measure "approach tendencies" which correlate to some degree with sensitivity. Six questions expanded upon in the assessment are: 1) How often do you seek out and listen to music that you like to hear on television, radio, records, or tapes? 2) How often do you attend live musical programs outside of school? 3) Are there any kinds of music that you like to listen to? 4) Do you like to sing? 5) Can you play a musical instrument? 6) What are your reactions to singing and playing an instrument in small and large groups? National statistics pertinent to each question and reactions from the music panel are presented. The same exercises are then analyzed according to region, sex, color, parental education, and community type. Concluding remarks are made by the panel about the usefulness of the data for education decision making. (JH) Primary type of information provided by report: Results (Selective).

ED 114 348 SO 008 734

Music Technical Report: Summary Volume. Music Report No. 03-MU-21.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Fund for the Advancement of Education, New York, N.Y.; National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NAEP-03-MU-21

Pub Date—Nov 75

Note—145p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.10)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Aesthetic Education, *Applied Music, *Educational Assessment, Elementary Secondary Education, Evaluation, Graphs, Musical Composition, Music Appreciation, *Music Education, *National Surveys, Student Attitudes, Vocal Music, Young Adults

Identifiers—First Music Assessment (1972), *National Assessment of Educational Progress

The purpose of this report is to document the results of the 1971-72 national assessment of the music education of elementary-secondary students and young adults. Music exercises were given to a national probability sample of 9-year olds, 13-year olds, 17-year olds (including high school dropouts and early graduates), and young adults between the ages of 26 and 35. The music exercises administered treat the five themes of musical performance, musical notation and terminology, instrumental and vocal media, music history and literature, and attitudes toward music. Variables used for the data analysis of eachof these themes include age, region of the country, sex, race, level of parental education, and size and type of community. This report shows the data analyses using graphs. No conclusions are drawn. Readers are expected to assimilate the data to draw their own conclusions. (Author/RM) Primary type of information provided by report: Results (Technical Summary).

ED 155 126 SO 010 968

The First National Assessment of Musical Performance, Report 03-MU-01.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Fund for the Advancement of Education, New York, N.Y.

Report No.—NAEP-03-MU-01

Pub Date—Feb 74

Note—31p.; Not available in hard copy from EDRS due to small type size of parts of the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.55, paper cover)

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Ability, *Academic Ability, Adults, Art Song, Comparative Analysis, Data Analysis, Elementary Secondary Education, Evaluation, *Music, Music Reading, *National Surveys, Singing, *Skills, *Stu-

dent Characteristics, Tables (Data), *Task Performance
Identifiers—First Music Assessment (1972), *National Assessment of Educational Progress

The report summarizes results of a survey of musical performance abilities of Americans of various ages. During 1971 and 1972 a national assessment program was conducted to measure the musical abilities of nine-year-olds, 13-year-olds, 17-year-olds, and young adults from 26-35 years of age. Exercises were divided into five groups: singing familiar songs, repeating unfamiliar musical material, improvising, performing from notation, and performing a prepared piece. Results indicated that (1) in singing familiar songs, almost all individuals were able to maintain rhythmic patterns, but relatively few were accurate in pitch; (2) in repeating unfamiliar musical material, very few were able to repeat the melodic or harmonic patterns; and (3) in improvising melody, about half of the individuals from all four age groups attained acceptable scores. Very few individuals were able to accurately sight-read a line of music, either vocally or instrumentally. Although 25% of the population claimed to play an instrument, very few were able to give acceptable performances. A concluding section discusses performance levels of subgroups according to sex, race, parental education, region, and community type. (Author/AV) Primary type of information provided by report: Results (Selective).

(2) Second Assessment

(b) Assessment Instrument

ED 183 434 SO 012 349
Music Objectives: Second Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—OEC-0-74-0506
Note—26p.
Available from—National Assessment of Educational Progress, Education Commission of the States, Suite 700, 1860 Lincoln Street, Denver, CO 80295 ($1.30)
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Applied Music, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, *Evaluation, *Music, Musical Composition, Music Appreciation, *Music Education, Music Theory
Identifiers—*National Assessment of Educational Progress, Second Music Assessment (1979)

The document describes the development of objectives and presents objectives formulated by music educators, lay individuals, and the National Assessment of Educational Progress (NAEP) staff in 1973. Objectives from the first music assessment were reappraised, reviewed, and revised to include greater breadth of application, greater emphasis on the affective domain, greater variety of music styles, and the use of music training background to provide context. Recommendations concerning assessment content and administration included that objectives be based on aurally presented materials and administered by persons who have had music training. Depth of coverage should also be increased with age level. The objectives are presented in five categories, which focus on the students' involvement in performing, creating, and responding to music. Category I measures how the student values music as an important realm of human experience, including responsiveness; acquaintance with music from various nations, cultures, periods, and ethnic groups; importance of music personally; and ability to make and support aesthetic judgments. Category II focuses on the ability to perform, while Category III measures the ability to create musical expression. Category IV measures the ability to identify the elements and expressive controls of music, such as rhythm, pitch, tone, and musical terms. Category V focuses on the ability to identify and classify music historically and culturally. (CK) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 194 399 SO 012 915
The Second Assessment of Music, 1978-79. Released Exercise Set.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Report No.—10-MU-25
Pub Date—Apr 80
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—177p.; Not available from EDRS in paper copy due to fading ink throughout much of the original document. Photographs may not reproduce clearly from EDRS in microfiche.
Available from—Education Commission of the States, Suite 700, 1860 Lincoln Street, Denver, CO 80295 ($13.80)
Pub Type— Information Analyses (070) — Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Affective Objectives, Cognitive Objectives, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, *Music, Music Appreciation, *Music Education, Student Attitudes, *Tests
Identifiers—National Assessment of Educational Progress, Second Music Assessment (1979)

The document presents exercises, documentation, and summaries from the second assessment of music by the National Assessment of Educational Progress (NAEP). Objectives were to test 9-, 13-, and 17-year-old students' ability to value music as an important realm of human experience, to identify the elements and expressive controls of music, and to identify and classify music historically and culturally. The document is divided into three parts. Part I discusses the process that occurred during the various stages of development of the assessment, describes the assessment procedures, and outlines the documentation that accompanies each exercise. Part II lists the cognitive and affective objectives and subobjectives and discusses guidelines for the degree of emphasis to be placed on each. Part III presents the 86 exercises which are mainly multiple choice items. Documentation accompanies each exercise, noting the objective and subobjectives, exercise type, administration mode, stimulus used, age group, total time in seconds, and source information when relevant. For the six open-ended exercises, scoring guides are included. Correct answers are marked on the exercise sheets. Unlike the first assessment, no performance or creative music writing exercises are included. (CK) Primary type of information provided by report: Assessment Instrument (Released Exercises).

(c) Procedures

ED 211 413 SO 013 779
Procedural Handbook, 1978-79 Music Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-89398-188-5; NAEP-10-MU-40
Pub Date—Dec 81
Grant—NIE-G-80-0003
Note—83p.; For a related document, see SO 013 741.
Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($7.70).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Administration, Cognitive Ability, Data Collection, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Music, Music Education, National Surveys, Sampling, Scoring, Student Attitudes
Identifiers—*National Assessment of Educational Progress, Second Music Assessment (1979)

This handbook describes the procedures used to administer and analyze the results of the 1978-79 national music assessment of the National Assessment of Educational Progress (NAEP). It also describes changes in procedures between the first NAEP music assessment conducted in 1971-72 and the 1978-79 assessment. Each assessment surveyed the music achievement and attitudes of American 9-, 13- and 17-year-olds, using a deeply stratified, multistage probability sample design. The purpose of the handbook is to provide detailed procedural information for people interested in replicating the assessment or in need of more information than is provided in the reports containing assessment data. The eight chapters cover objectives redevelopment, exercise creation, preparation of assessment booklets, sampling, data collection, scoring, data analysis, and reporting. Each chapter explains the basic procedures used for the 1978-79 assessment and contrasts these procedures to those used in earlier years if there were changes. Appendices, which comprise over half of the handbook, contain materials covering definitions of reporting groups, forms used to gather background information about students and schools, response rates, computation of achievement measures and procedures for smoothing respondent weights. A glossary of NAEP terms is provided at the end of the book. Primary type of information provided by report: Procedures (Overview). (Author/RM)

(d) Results

ED 210 226 SO 013 741

Music 1971-79: Results From the Second National Music Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-89398-189-3; NAEP-10-MU-01

Pub Date—Nov 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—85p.

Available from—National Assessment of Educational Progress, 1860 Lincoln Street, Suite 700, Denver, CO 80295 ($7.00).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cognitive Ability, *Educational Assessment, Elementary Secondary Education, *Music, Music Education, National Surveys, *Student Attitudes

Identifiers—*National Assessment of Educational Progress, Second Music Assessment (1979)

The report presents data from two national assessments–1971-72 and 1978-79–of the attitudes, knowledge, and understandings of American students about music. In each assessment, 9-, 13-, and 17-year-olds were administered exercises designed to measure some of their cognitive abilities and attitudes about music and some of their experiences with music. Some exercises from the first assessment were readministered in the second assessment so that changes in music achievement could be detected. Also, data were gathered on the music training background of students. Achievement results are presented for national populations of 9-, 13-, and 17-year-olds as well as for subpopulations defined by region of the country, sex, race/ethnicity, parental education, type of community, and grade level. Some major findings from the report include the following. About three-fourths of the students at each age appear to have positive feelings about music and appear able to make simple judgments about it. Many students have some knowledge of the elements and expressive controls of music–52% of the 9-year-olds, 61% of the 13-year-olds, and 57% of the 17-year-olds. Knowledge about music history and style is less widespread–58% for 9-year-olds, 36% for 13-year-olds, and 39% for 17-year-olds. Fewer 9- and 17-year-olds were successful in answering their respective exercises in the two assessments. The decline between assessments for the 9-year-olds was 3.3%; for the 17-year-olds it was 2.5%. The percentage of 13-year-olds able to respond correctly to the music exercises was about 41% in both assessments. Primary type of information provided by report: Results (Selective) (Change).

g. READING

(1) First Assessment

(b) Assessment Instrument

ED 041 010 TE 001 919
Norris, Eleanor L., Ed. *Bowes, John E., Ed.*
Reading Objectives.
National Assessment of Educational Progress, Ann Arbor, Mich.
Bureau No.—BR-8-0771
Pub Date—70
Grant—OEG-0-9-080771-2468(010)
Note—40p.
Available from—National Assessment Office, Rm. 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 (Single copies $1.00; orders of 10 or more, 20% discount)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Educational Objectives, *Language Arts, *Literary Criticism, Literary Discrimination, Logical Thinking, *Reading, Reading Ability, *Reading Comprehension, Reading Development, Reading Interests, Reading Materials, Reading Processes, Reading Skills
Identifiers—First Reading Assessment (1971), *National Assessment of Educational Progress

After a review of past research in reading education, Science Research Associates arrived at reading objectives which were then reviewed by the National Assessment of Educational Progress staff, educators, and laymen. The six major reading objectives, appropriate for age-groups 9, 13, 17, and young adults, are the abilities to comprehend, analyze, use, reason from, make judgments about, and have attitudes about reading materials. Three categories of reading material were considered in formulating the objectives: literature, academic and expository writing, and utilitarian writing. (Detailed outlines enumerating subobjectives are provided, as well as lists of committee participants who assessed the objectives.) (MF) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 079 684 CS 000 614
Gadway, Charles J., Ed.
Reading: Released Exercises.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-R-20
Pub Date—Jul 73
Note—424p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 ($3.95)
Document Not Available from EDRS.
Descriptors—Critical Reading, *Elementary Education, *Reading Assignments, Reading Comprehension, Reading Instruction, *Reading Skills, *Reference Materials, *Secondary Education, Word Study Skills
Identifiers—First Reading Assessment (1971), *National Assessment of Educational Progress

Prepared by the National Assessment of Educational Progress, this volume contains approximately 50 percent of the total number of reading exercises administered during the assessment. Exercises are ordered by release number, which indicates the major theme, exercise within the theme, and the exercise part for multiple-part exercises. In addition, age level, objective, mode of administration, time of administration, and copyright requirements are provided. Sections of the volume are divided according to (1) understanding words and word relationships, (2) graphic materials, (3) written directions, (4) reference materials, (5) gleaning significant facts from passages, (6) main ideas and organization, (7) drawing inferences, and (8) critical reading. National and group results are appended. (HOD) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

ED 191 017 CS 005 630
The First Assessment of Reading, 1970-71 Assessment. Released Exercise Set. No. 02-R-25.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 79
Contract—OEC-0-74-0506
Note—341p.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—*Criterion Referenced Tests, Elementary Secondary Education, Minimum Competency Testing, *National Competency Tests, *Reading Achievement, *Reading Skills, *Reading Tests, Test Items
Identifiers—First Reading Assessment (1971), *National Assessment of Educational Progress

This exercise set provides access to the 134 items released from the first National Assessment of Educational Progress (NAEP) reading assessment conducted in 1970-71 with students aged 9, 13, and 17. The exercises are intended for use by state and local education agencies who may want to build their own assessment instruments. An overview of the NAEP testing program and an explanation of the documentation provided for the test items is given. Each of the 134 items is displayed on a single page, and an accompanying page provides the following information: the theme of the exercise, the NAEP number, the objective, the administration mode, the age group and amount of time required to complete the exercise, and a breakdown by age, sex, and region of the students answering the item correctly. The test items are criterion-referenced and are based on the following eight themes or skills (1) understanding words and word relationships, (2) interpreting graphic materials, (3) understanding written directions, (4) using reference materials, (5) gleaning significant facts from passages, (6) finding main ideas, (7) drawing inferences, and (8) reading critically. (MKM) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

(d) Results

ED 067 654 CS 000 190
Reading: Summary. National Assessment of Educational Progress. A Project of the Education Commission of the States. Report 02-R-00.
Education Commission of the States, Denver, Colo.; National Assessment of Educational Progress, Ann Arbor, Mich.
Spons Agency—Carnegie Corp. of New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-R-00
Pub Date—May 72
Note—170p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Critical Reading, Decoding (Reading), *Reading, *Reading Ability, *Reading Achievement, Reading Comprehension, *Reading Processes, Reading Rate, *Reading Skills, Vocabulary
Identifiers—First Reading Assessment (1971), *National Assessment of Educational Progress

The National Assessment of Reading was not based on any one particular approach to the subject of reading. Its primary assumption was that information would help anyone who is interested in reading–regardless of his approach to the subject–determine for himself how well Americans read. The results of this assessment are reported according to a number of themes which unite groups of exercises assessing different aspects of the reading process or different skills involved in the development of reading ability. Nine basic themes were developed: (1) word meanings, (2) visual aids, (3) written directions, (4) reference materials, (5) significant facts in passages, (6) main ideas and organization of passages, (7) inferences from passages, (8) critical reading of passages, and (9) reading rate. Objectives were developed for each of the nine themes, and they became the framework for which the reading exercises were developed. The results for both themes and objectives demonstrated that some groups exhibited a higher achievement than others on specific reading skills and that any given group exhibits higher achievements on some types of reading skills than on others. (WR) Primary type of information provided by report: Results (Overview).

ED 068 810 AC 012 931
DeCrow, Roger, Ed.
Adult Reading Abilities: Definitions and Measurements.
National Reading Center Foundation, Washington, D.C.
Pub Date—15 Jul 72
Note—6p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, Adult Read-

ing Programs, Bulletins, Functional Reading, •Literacy, Publications, Reading, •Reading Ability, Reading Habits, Reading Skills, •Reading Tests, •Tests
Identifiers—First Reading Assessment (1971), National Assessment of Educational Progress

The progress of several projects defining and measuring adult literacy is reported in this publication of the National Reading Center. A summary description of the basic approach of the project is given, rather than a digest of findings. Among the studies reported on are the National Assessment of Educational Progress (NAEP) in reading, the Adult Performance Level Study of life skills and requirements, the Louis Harris study of real-life related reading objectives, and the Educational Testing Service study of adult reading behavior. (RS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Baseline).

ED 076 934 CS 000 470
Gallo, Donald R.
Reading Rate and Comprehension: 1970-71 Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-R-09
Pub Date—Dec 72
Note—214p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($2.85)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Accountability, Community Characteristics, Evaluation Methods, Parent Background, Parent Influence, Racial Differences, •Reading Ability, •Reading Comprehension, •Reading Rate, •Reading Research, •Reading Skills, Sex Differences
Identifiers—First Reading Assessment (1971), •National Assessment of Educational Progress

In this assessment of the reading rate and literal comprehension skills of 9, 13, and 17 year olds, and of young adults between the ages of 26 and 35, individuals were asked to read two passages, one more difficult than the other according to readability formulas. Then each subject was asked to answer five multiple choice comprehension questions which were designed to measure the reader's comprehension of details from the passage. Copies of the passages are reproduced in the text, and the comprehension exercises are given in the appendix. For each group evaluated, the results are given by region, sex, race, parental education, and size and type of community. Readers are cautioned to avoid comparing reading rates or comprehension scores across age groups because all groups did not read passages of the same type, nor is there an even progression of difficulty in the readability of the passages. (TO) Primary type of information provided by report: Results (Topical).

ED 077 021 CS 200 543
Gadway, Charles J.
Understanding Words and Word Relationships: Theme 1 of the National Assessment of Reading.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-R-01
Pub Date—Apr 73
Note—106p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 ($1.25)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adult Literacy, Critical Reading, •Elementary Education, Reading Ability, •Reading Achievement, •Reading Comprehension, Reading Improvement, Reading Level, •Secondary Education, Semantics, •Word Recognition
Identifiers—First Reading Assessment (1971), •National Assessment of Educational Progress

This study presents the results of the 1970-71 National Assessment of Reading regarding "Understanding Words and Word Relationships." Subjects at four age levels—nine, thirteen, seventeen, and young adult (26-35)—were tested on eight aspects, or themes, of reading: (1) understanding words and word relationships, (2) graphic materials, (3) written directions, (4) reference materials, (5) reading for significant facts in passages, (6) main ideas and organization, (7) drawing inferences, and (8) critical reading. The report presents a summary of the results for all ages tested, presents detailed results for each of the four age levels, and concludes by presenting comparisons of the results for various age levels. (Some sample exercises and charts will have poor reproducibility due to type size.) (DI) Primary type of information provided by report: Results (Topical).

ED 078 360 CS 000 554
Gadway, Charles J.
Gleaning Significant Facts from Passages: Theme 5, Reading.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-R-05
Pub Date—May 73
Note—225p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 ($2.60)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Community Characteristics, •Content Area Reading, •Critical Reading, Geographic Regions, •National Surveys, Racial Differences, Reading Development, Reading Research, •Reading Skills, Sex Differences
Identifiers—First Reading Assessment (1971), •National Assessment of Educational Progress

Line-by-line narrative passages such as those found in stories, poems, or magazine and newspaper articles were used in this fifth section of an eight-part series on reading skills. The purpose of "Theme 5" was to assess the ability of 9-, 13-, and 17-year-old and young adult (26-35) readers to glean those facts which support an author's main idea or the topic of a passage. Four types of exercises required the reader to: (1) recognize factual information, (2) relate one fact to another without reference to the main idea, (3) relate a single fact to the total message, and (4) retain factual information for a short period of time. The report contains exercises used and results obtained for each of the four age groups as well as a section comparing age groups; results for subjects are also broken down according to region, sex, color, parental education, and size and type of community. (Some sample exercises and charts will have poor reproducibility because of type size.) (MF) Primary type of information provided by report: Results (Topical).

ED 078 384 CS 000 608
Graphic Materials: Theme 2, Reading.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-R-02
Pub Date—Jun 73
Note—213p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 ($2.60)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Adults, Cartoons, Charts, Diagrams, Graphic Arts, Interpretive Skills, National Surveys, •Reading, Reading Ability, •Reading Research, •Reading Skills, Signs, •Visual Aids
Identifiers—First Reading Assessment (1971), •National Assessment of Educational Progress

Graphic materials transmit information through drawings, diagrams, and symbols other than words. Theme 2 of the reading section of the National Assessment was divided into four subthemes, each representing a set of related exercises: (1) interpreting drawings and pictures; (2) reading signs and labels; (3) reading charts, maps, and graphs; and (4) reading forms. Most of the exercises in subtheme 1 were simple pictures or cartoons, and respondents were asked questions about the information the materials contained. Because of their low level of sophistication, these exercises were administered primarily to 9 and 13 year olds. Subthemes 2 through 4 covered a wide range of interaction between words and diagrams or drawings. The chapters included in the report are "Theme 2: Graphic Materials," "Summary of Results," "Results for 9 Year Olds," "Results for 13 Year Olds," "Results for 17 Year Olds," "Results for Young Adults," and "Performance on Exercises Overlapping Two or More Age Groups." (Sample exercises and some charts may not reproduce well due to type size.) (WR) Primary type of information provided by report: Results (Topical).

ED 078 387 CS 000 613
Gadway, Charles J., Ed.
Critical Reading: Theme 8, Reading.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-R-08
Pub Date—May 73
Note—182p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.35)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Adolescents, Content Analysis, *Critical Reading, *Reading Research, Reading Skills, *Reading Tests, *Young Adults
Identifiers—First Reading Assessment (1971), *National Assessment of Educational Progress

As part of the National Assessment of Educational Progress in reading, this volume reports the results of the study concerned with critical reading–that part of reading behavior which requires analysis and reasoning. Results of the reading exercises are reported for four age levels (9, 13, 17, and young adult, 26-35), four regions of the country (northeast, southeast, central, and west), four levels of parental education (no high school, some high school, graduated from high school, and post high school), seven sizes and types of community for ages 9 and 13 and in-school age 17, and four sizes of community for young adults. In addition, a chapter is given to a summary of the total results. (Sample exercises and some charts do not reproduce well due to type size.) (HOD) Primary type of information provided by report: Results (Topical).

ED 079 687 CS 000 620
Gadway, Charles J.
Reference Materials: Theme 4, Reading.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-R-04
Pub Date—Jul 73
Note—164p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($2.10)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Adolescents, *Information Retrieval, *Reading Research, Reading Skills, Reading Tests, *Reference Materials, *Young Adults
Identifiers—First Reading Assessment (1971), *National Assessment of Educational Progress

As part of the National Assessment of Educational Progress on reading, this volume reflects the theme of reference materials. Divided into subthemes, the first requires the individual to know appropriate reference sources, since reference sources are best utilized when an individual knows which type of reference to consult for a specific kind of information. The second subtheme requires the individual to use reference materials effectively, since once the appropriate source is located, an individual must be able to extract the desired information. In all but one exercise (which incorporated a real dictionary) facsimiles of reference materials were used. In addition to introducing the theme, the volume describes the results obtained from the assessment. (Sample exercises and charts do not reproduce well due to type size.) (HOD) Primary type of information provided by report: Results (Topical).

ED 079 688 CS 000 621
Gadway, Charles J.
Main Ideas and Organization: Theme 6, Reading.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-R-06
Pub Date—Jul 73
Note—152p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($2.10)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Adolescents, Content Area Reading, *Reading Comprehension, *Reading Research, *Reading Skills, Reading Tests, *Young Adults
Identifiers—First Reading Assessment (1971), *National Assessment of Educational Progress

As part of the National Assessment of Educational Progress in reading, this volume, "Theme 6: Main Ideas and Organization," directs attention to the fact that identifying the main idea of a passage or discovering its organization requires a higher level of comprehension than merely gleaning the important facts. Some of the exercises require the individual to identify the main idea in a passage either by suggesting an appropriate title or by identifying the point the author is attempting to make. Other exercises require the individual to identify the mode in which the author organizes the facts. The first chapter gives an explanation of the theme, and the remaining chapters in the volume discuss the results of the assessment of this theme. (HOD) Primary type of information provided by report: Results (Topical).

ED 083 533 CS 000 674
Gadway, Charles J.
Drawing Inferences: Theme 7, Reading.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-R-07
Pub Date—Aug 73
Note—275p.; Some sample exercises omitted due to copyright restrictions
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.50)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Elementary Education, *National Surveys, Reading, *Reading Achievement, *Reading Comprehension, *Reading Research, *Reading Skills, Secondary Education, Young Adults
Identifiers—First Reading Assessment (1971), *National Assessment of Educational Progress

Drawing inferences requires that an individual derive a conclusion not explicitly stated in the passage but which logically might be expected on the basis of the organization of the passage and the information it contains. In the summary of the data from Theme 7, the overall performance of the various groups is compared to the national level on the set of exercises representing Theme 7. Results are given for ages 9, 13, 17, and young adults. Within each age level across the nation as a whole and regionally, results are given for sex, color, level of parental education, and size and type of community. In summarizing the data for a group, the group's overall behavior and certain specific behaviors are discussed. (WR) Primary type of information provided by report: Results (Topical).

ED 083 572 CS 000 811
Gadway, Charles J., Ed.
Written Directions: Theme 3, Reading.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-R-03
Pub Date—May 73
Note—155p.; Some sample exercises omitted due to copyright restrictions
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 ($2.10)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Behavior Patterns, Critical Reading, Educational Research, Elementary Education, Literature, National Surveys, Parent Education, Postsecondary Education, Reading, Reading Ability, *Reading Achievement, Reading Comprehension, *Reading Materials, *Reading Skills, Reports, Secondary Education, Sex Differences
Identifiers—First Reading Assessment (1971), *National Assessment of Educational Progress

This document reports the results for the second year assessment (reading and literature) by theme. The reading themes represent both a variety of reading materials and the variety of behaviors these materials require. The themes were developed by members of the National Assessment staff and reading specialists to cluster the reading exercises into reporting categories that are meaningful to persons concerned with the reading skills of various groups of young Americans. The themes are numbered such that the lower numbers designate skills that are usually associated with early reading and the higher numbers designate high order skills. The themes are: (1) understand words and word relationships, (2) graphic materials, (3) written directions, (4) reference materials, (5) read for significant facts in passages, (6) main ideas and organization, (7) drawing inferences, and (8) critical reading. Results are given for each theme for four age levels, 9, 13, 17, and 26-35. Within each age level across the nation results are also given for the four regions of the country, for the two sexes, for blacks and whites, for four levels of parent education, and for seven sizes and types of community. In addition to describing each group's overall behavior relative to the national level, the document describes each group's specific behaviors relative to its own overall level of behavior. (WR) Primary type of information provided by report: Results (Topical).

ED 092 869 CS 001 092
Gallo, Donald R.
Recipes, Wrappers, Reasoning and Rate; A Digest of the First Reading Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-R-03
Pub Date—Apr 74
Note—77p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adolescents, Adults, Children, *Educational Assessment, *National Surveys, Reading, Reading Ability, Reading Interests, Reading Level, Reading Research, *Reading Skills
Identifiers—First Reading Assessment (1971), *National Assessment of Educational Progress

Conducted from October 1970 through August 1971, this assessment of reading was concerned with four age levels-9, 13, 17, and 26-35. A total of 98,016 people responded to a wide variety of reading exercises which were administered and scored by trained professionals. The results were then examined according to various group characteristics: sex, color, parental education, region of the country, and size and type of community (STOC). Reading objectives were formulated and reviewed by a cross section of scholars, educators, students, and lay citizens. The first five objectives represented the individual's ability to comprehend, analyze, use, reason logically, and make judgments concerning what he had read. The sixth reading objective was concerned with attitudes toward and interests in reading. Some of the results indicated that there is a correlation between membership in certain groups and a low or high level of success on reading exercises, that school-age males read consistently below females, that blacks were consistently below the national population, that people from the Southeastern States were consistently below their counterparts in other States, and that students from inner-city areas read less well than those from any other STOC group. (WR) Primary type of information provided by report: Results (Overview).

ED 094 359 CS 001 261
Reading: Summary Data.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-R-00
Pub Date—Jul 74
Note—62p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, *Educational Assessment, *Educational Objectives, *Evaluation Methods, *National Competency Tests, National Surveys, *Reading, Reading Tests
Identifiers—First Reading Assessment (1971), *National Assessment of Educational Progress

The National Assessment of Educational Progress assessment of reading was conducted from October 1970 through August 1971 at four age levels-9, 13, 17, and 26-35. The objectives assessed were formulated and reviewed by a cross section of scholars, educators, students, and lay citizens. The five major objectives represent the individual's ability to comprehend, analyze, use, reason logically from, and make judgments concerning what he has read. Once the reading objectives were formulated, they became the framework within which the reading exercises were developed. The majority of the exercises were in a multiple-choice format; some exercises required the correspondent to supply his own response. In summarizing the data, a group's overall performance relative to the national level on sets of exercises is described. Tables summarizing the data by age, group, sex, objective, and exercise set conclude the report. (TO) Primary type of information provided by report: Results (Technical Summary).

(2) Second Assessment

(b) Assessment Instrument

ED 089 238 CS 001 010
Reading Objectives; Second Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Pub Date—74
Note—21p.
Available from—National Assessment of Educational Progress, Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($1.00)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavioral Objectives, Behavior Change, Educational Objectives, National Surveys, *Reading, Reading Achievement, Reading Comprehension, Reading Improvement, *Reading Instruction, Reading Programs, *Reading Skills
Identifiers—*National Assessment of Educational Progress, Second Reading Assessment (1975)

The objectives presented in this booklet are those that were prepared for the second assessment in the area of reading. The objectives are only one step in the total National Assessment project and provide the foundation upon which the exercises are based. The contents include "Development of Revised Reading Objectives," which presents a brief history of the development of reading assessment objectives, subject-matter review, lay and subject-matter review, weighting of objectives, and the second cycle reading objectives; and "Revised Reading Objectives," which outlines four basic objectives: "Demonstrate Behavior Conducive to Reading," which examines reader self-awareness and sensitivity to factors affecting reading (including motivations and knowledge of reading skills); "Demonstrate Work Identification Skills," which presents a variety of abilities to aid readers in decoding unfamiliar words; "Possess Skills for Reading Comprehension" and "Use a Variety of Approaches in Gathering Information," which examines study skills, efficient use of reference materials, and flexibility. Appendixes are also included which list the members of the 1970 Reading Objectives: Review and Revision Conference, and the 1970 Lay and Subject-Matter Review. (WR) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

(d) Results

ED 128 785 CS 002 953
Reading in America: A Perspective on Two Assessments.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-06-R-01
Pub Date—Oct 76
Contract—OEC-0-74-0506
Note—35p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.05)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Achievement Gains, Black Achievement, Elementary Secondary Education, Factual Reading, National Competency Tests, *National Surveys, *Reading Ability, *Reading Achievement, Reading Comprehension, Reading Improvement, *Reading Skills, Sex Differences
Identifiers—*National Assessment of Educational Progress, Second Reading Assessment (1975)

Results from the first and second rounds of the reading assessment conducted by the National Assessment of Educational Progress are discussed and compared, with conclusions based on comments by a panel of six reading specialists. Changes in reading ability between the 1970-1971 and 1974-1975 school years are dependent on the age of the pupils and the type of reading required. For nine-year-olds, improvement was recorded in all reading skills, but was most noteworthy in reference skills. Black nine-year-olds improved even more dramatically than did nine-year-olds as a whole, which the panel suggested might be attributed to successful intervention programs in the primary grades. Reading ability at ages 13 and 17 changed little. Both ages improved slightly in literal comprehension but declined in inferential comprehension. Students of all ages demonstrated little difficulty in comprehending literal, straight-forward written material, but comprehension dropped off quickly as soon as the tasks became more difficult. Girls read better than did boys, at all age levels. (Author/AA) Primary type of information provided by report: Results (Change) (Selective).

ED 153 196 CS 004 040
Reading Change, 1970-75: Summary Volume. Reading Report No. 06-R-21.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date—Apr 78
Contract—OEC-0-74-0506
Note—95p.; Not available in hard copy due to marginal legibility of original
Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 (Write for price)
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Achievement Gains, Educational Assessment, Elementary Secondary Education, *National Surveys, Performance Factors, *Reading Achievement, *Reading Comprehension, *Reading Research, Research Problems, Study Skills
Identifiers—*National Assessment of Educational Progress, Second Reading Assessment (1975)

The National Assessment of Educational Progress has now completed two major assessments of reading. The first took place in the 1970-71 school year, the second during the 1974-75 school year. Both assessed the achievement of students aged nine, thirteen, and seventeen. This report focuses on the results of these two assessments, comparing changes in observed performance and discussing technical problems encountered in interpreting the changes. Among the findings were that nine-year-olds during the second assessment read better than nine-year-olds four years earlier; that thirteen- and seventeen-year-olds improved slightly in literal comprehension but declined in inferential comprehension; that black nine-year-olds and students from the southeast improved more than did students in the nation as a whole; and that girls continued to read better than boys at all age levels. Results are reported separately for each set of skills at each age level. Appendixes discuss problems in interpreting change data, estimated population of reporting categories, and average group differences. (AA) Primary type of information provided by report: Results (Change) (Technical Summary).

(3) Third Assessment

(b) Assessment Instrument

ED 185 503 CS 005 365
Reading and Literature Objectives, 1979-80 Assessment. No. 11-RL-10.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—OEC-0-74-0506
Note—25p.
Available from—National Assessment of Educational Progress, Education Commission of the States, Suite 700, 1860 Lincoln St., Denver, CO 80295 ($1.50)
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Elementary Secondary Education, *English Instruction, *Literature Appreciation, *Reading Achievement, Reading Instruction, *Student Educational Objectives, *Student Evaluation
Identifiers—*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

The reading and literature objectives for the 1979-80 assessment by the National Assessment of Educational Progress (NAEP) are categorized into four major areas: valves reading and literature, comprehends written works, responds to written works, and applies study skills in reading. These major objectives and their subobjectives are presented as statements followed by amplified descriptions. Following each subobjective are a few italicized questions illustrating the kinds of questions one might ask or the kinds of skills one might expect students to display. (RL) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 205 588 TM 810 481
Reading/Literature Released Exercise Set, 1979-80 Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-89398-222-9; NAEP-11-RL-25
Pub Date—Apr 81
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—355p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Critical Reading, Elementary Secondary Education, Measurement Objectives, Multiple Choice Tests, *Reading Comprehension, Reading Skills, *Reading Tests, Scoring, *Test Format, *Testing Programs, Test Norms, Writing (Composition), Writing Exercises
Identifiers—*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

The purpose of this released exercise set is to provide easy access to released exercises from the reading/literature assessment conducted by the National Assessment of Educational Progress (NAEP) in 1979-80. Exercises were used to assess the attainments of samples of 9 year olds, 13 year olds and 17 year olds. Upon this basis, generalizations about the probable performance of all students in these age-groups were made. The set is divided into four brief sections and two extensive appendixes. Part (1) explains assessment and scoring procedures, and describes the documentation accompanying each exercise. The rationales behind the development of questions for the 1979-80 assessment are provided in Part (2) and exercises appear in Appendix A. Part (3) discusses the developmental rationale for the 1970-71 assessment exercises. These were recently released and now appear in Appendix B. Cross-reference tables, for the purpose of locating subsets of exercises, are given in Part (4). Both multiple choice exercises and the following five types of open-ended exercises requiring different skills and levels of ability are given: general response exercises; emotional response exercises; evaluative exercises; analytical exercises; and exercises requiring the use of inference. (Author/AEF) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

ED 205 589 TM 810 482
Reading/Literature Released Exercise Set, 1979-80 Assessment. Supplement.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-89398-222-9; NAEP-11-RL-26
Pub Date—Apr 81
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—471p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors—Behavioral Objectives, Critical Reading, Elementary Secondary Education, *Reading Comprehension, *Scoring, *Student Writing Models, Test Format, Test Norms, Writing (Composition), *Writing Exercises
Identifiers—*National Assessment of Educational Progress, Second Literature Third

Reading Assessment (1980)

Intended as a supplement to the Reading/-Literature Released Exercise Set, 1979-80 Assessment, this collection exemplifies students' written responses to thirteen open-ended exercises. Each exercise, its objectives, subobjectives, administration guidelines, and national performance levels on the exercise, are documented. Detailed, age specific scoring rationales and guidelines are given for each exercise. One exercise may require very specific responses such as the identification and substantiation of character traits, whereas another might require any of a number of responses. In the instance of latter, guidelines are given for identification of the relevance of the response for classification of the response type, for example: the student may retell the passage; his response may be emotional, personal, egocentric, analytical, comparative or evaluative; he may generalize; or he may make inferences. (AEF) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Respondent Examples) (Exercise Level).

(c) Procedures

ED 206 668 TM 810 563
National Assessment of Educational Progress DS [District Supervisor] Training Manual, Year 11.
Research Triangle Inst., Durham, N.C.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.—NAEP-11-DS-45
Pub Date—Jul 79
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—265p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Administrator Responsibility, Administrator Role, *Data Collection, National Surveys, *Program Administration, *Supervisory Methods, Supervisory Training, *Testing
Identifiers—*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

The primary purpose of this manual is the provision of instructions to district supervisors and exercise administrators regarding the fieldwork associated with the National Assessment of Educational Progress (NAEP) study. The study was designed to collect and disseminate data on the educational attainments of the nation's youth and to track any growth or decline in these. Background information on the NAEP and associated agencies constitutes the introduction. The fourteen chapters, with numerous subsections each detailing step-by-step procedural instructions, are divided into two domains; chapters I-V outline the Exercise Administrator's tasks and responsibilities, and chapters VI-XIV document the District Supervisor's Responsibilities. The section on the Exercise Administrator presents specific instructions regarding the preparation and administration of test packages. On the other hand, the section intended for District Supervisors recommends: Strategies for making initial contacts and arranging introductory meetings with school officials; staff recruitment and training; student sample selection; planning, conducting and scheduling assessment. The document illustrated throughout with sample letters and telephone dialogues, report forms and charts. Primary type of information provided by report: Procedures (Field Administration). (AEF)

ED 206 669 TM 810 564
Exercise Administrator Administrative Instructions for Age Classes 1, 2 & 3. Year 11, October 1979-May 1980.
Research Triangle Inst., Durham, N.C.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.—NAEP-11-EA-46
Pub Date—Jun 79
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—34p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Biographical Inventories, *Educational Assessment, Elementary School Students, *Examiners, Racial Identification, Reading Tests, Secondary School Students, Speed Reading, *Supervisory Methods, *Testing, Writing (Composition)
Identifiers—*National Assessment of Educational Progress, *Second Literature Third Reading Assessment (1980)

This manual for Exercise Administrators of the National Assessment of Educational Progress; Second Literature Third Reading Assessment, consists of administrative instructions for use immediately preceding, during and after assessment sessions in schools. Definitions of racial/ethnic categories, associated codes, and guidelines for soliciting racial/ethnic information from the student or school, are given to facilitate the process of student classification. Three types of Reading Literature assessment exercises are described: reading; responding (writing); skim/scan. Procedures for administrating exercise packages follow. Also included are samples of the background questions given to 9, 13 and 17 year olds, explanations to be used when administering and checking these, and coding procedures for the cover page of the package. Other Exercise Administrator tasks, such as the storage and disposition of exercise packages are briefly reviewed. Primary type of information provided by report: Procedures (Field Administration). (AEF)

ED 210 300 TM 810 945
Procedural Handbook: 1979-80 Reading and Literature Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-89398-221-0; NAEP-11-RL-40
Pub Date—Sep 81
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—103p.
Available from—National Assessment of Educational Progress, 1860 Lincoln Street, Suite 700, Denver, CO 80295 ($7.90).
Pub Type— Guides - Non-Classroom (055) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *National Programs, Program Evaluation, *Reading Achievement, Reading Comprehension
Identifiers—*National Assessment of Educational Progress, *Second Literature Third Reading Assessment (1980)

The National Assessment of Educational Progress (NAEP) methods and procedures used in the 1979-80 assessment of reading and literature are described. The objectives of the assessment are categorized into four main areas. These include values reading and literature, comprehension of written work, response to written work, and application of study skills in reading. The redevelopment of objectives, development of exercises which measure performance against those objectives, the preparation of assessment materials, sampling, data collection, scoring, data analysis, and reporting are outlined. The primary type of information provided in this report is a description of procedures used in the assessment program. Appendices include results for population subgroups, sample forms used to obtain background information, computation of achievement measures, and a glossary of national assessment terms. (Author/DWH) Primary type of information provided by report: Procedures (Overview).

(d) Results

ED 200 898 CS 005 971
Three National Assessments of Reading: Changes in Performance, 1970-80.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-89398-220-2; NAEP-11-R-01
Pub Date—Apr 81
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—91p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Achievement Gains, *Achievement Rating, *Educational Assessment, Elementary Secondary Education, Longitudinal Studies, *National

Surveys, Predictor Variables, *Reading Achievement, Reading Comprehension, *Reading Research
Identifiers—*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

Highlighting the significant reading gains of 9-year-old students and, to a lesser extent, 13-year-old students, this report presents the results of three assessments surveying the reading skills of American 9-, 13-, and 17-year-old students during the 1970-71, 1974-75, and 1979-80 school years. The first chapter is introductory in nature, providing descriptions of the data base, measurement design, and terminology. The second, third, and fourth chapters present, respectively, national results for each age group. Within each of these chapters, results are presented also according to sex, race, region, parental education, and type and size of community. The fifth chapter presents performance results of racial groups by region and national results by "achievement class," a background variable used to examine national results within ranges of achievement. The sixth chapter considers the educational significance of the findings, putting the results in context. Appendixes contain (1) tables of summary results for the nation and reporting groups in three assessments; (2) tables of the results on exercises administered to 9- and 13-year-old students, 13- and 17-year-old students, and 9-, 13-, and 17-year-old students; and (3) exhibits for grade levels and size-of-community groups on all exercises administered in the three reading assessments. (RL) Results (Change) (Selective)

ED 201 995 **CS 006 093**
Has Title I Improved Education for Disadvantaged Students? Evidence from Three National Assessments of Reading.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Report No.—NAEP-SY-DS-50
Pub Date—23 Apr 81
Note—9p.; Footnotes in tables may be marginally legible.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Students, Comparative Analysis, *Disadvantaged Youth, *Educational Assessment, Educational Improvement, Elementary Secondary Education, Longitudinal Studies, National Surveys, *Program Effectiveness, Reading Achievement, *Reading Improvement, Reading Research
Identifiers—*Elementary Secondary Education Act Title I, *National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

Five tables of data from the three surveys conducted during the 1970s by the National Assessment of Educational Progress are presented in this paper, with an interpretation of them regarding reading improvement. The paper provides comparative data from schools eligible and noneligible for Title I assistance across the following variables: age, mean reading performance, community size, race, school racial composition, geographic region, sex of student, and type of community. It then draws seven conclusions concerning reading gains during the 1970s, indicating a faster rate of reading improvement for students in Title I schools than for students in non-Title I schools. (RL) Results (Special Analyses) (Interpretation)

ED 214 132 **CS 006 550**
Kalk, John M.
The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—3 Dec 81
Grant—NIE-G-80-0003
Note—159p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Educational Assessment, Language Usage, *Predictor Variables, *Reading Achievement, *Reading Comprehension, Reading Habits, Reading Interests, Reading Research, Television Viewing, Test Interpretation, *Test Results
Identifiers—*National Assessment of Educational Progress, *Second Literature Third Reading Assessment (1980)

Drawn from data generated by the reading and literature assessment conducted by the National Assessment of Educational Progress (NAEP) in 1979-80, this paper focuses on responses to comprehension exercises developed for that assessment. The paper presents the results of a series of exploratory secondary analyses of one age 13 exercise booklet in order to investigate the relationship between reading-related background variables (such as time spent reading, watching television, and doing homework; frequency and type of reading in spare time; language usage in the home; and amount of reading material in the home) and comprehension achievement. In addition, the paper describes how the analyses were conducted using the public-use data tapes produced by NAEP and discusses problems in using NAEP data. Appendixes contain actual programs used to generate the analyses and excerpts from the computer output. Primary type of information provided by report: Results (Secondary Analyses) (Interpretation). (FL)

ED 217 396 **CS 006 712**
Reading Comprehension of American Youth: Do They Understand What They Read? Results from the 1979-80 National Assessment of Reading and Literature.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No.—ISBN-0-89398-223-7; NAEP-11-R-02
Pub Date—Jul 82
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—89p.
Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($5.90).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Criterion Referenced Tests, *Educational Assessment, Elementary Secondary Education, *National Competency Tests, *Reading Comprehension, *Reading Research, Reading Skills, *Student Evaluation, *Study Skills
Identifiers—*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

Containing data gathered in the 1979-80 assessment of reading and literature conducted by the National Assessment of Educational Progress (NAEP), this report is devoted to the results of the reading comprehension and study skills portions of the assessment. A brief introduction provides information about the students surveyed and the measures used in the assessment. The six main chapters of the report provide data concerning the following areas of the assessment: (1) students' perceptions about reading, their reading habits, and their experiences related to reading performance; (2) national and reporting group results on all comprehension exercises; (3) the comprehension tasks and the results of national and reporting group results on these tasks; (4) student performance on different reading passage types; (5) national results on skim and scan exercises, and national and reporting group results on study skills exercises; and (6) a synthesis of a dialogue among the educators participating in a review of the assessment's findings. Appendixes contain summaries of results for national and reporting groups on reading comprehension and study skills exercises, and examples of exercises used in the assessment. (FL) Primary type of information provided by report: Results (Selective) (Secondary Analyses).

ED 217 397 **CS 006 713**
Performance of Hispanic Students in Two National Assessments of Reading.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.; National Inst. of Education (ED), Washington, DC.
Report No.—NAEP-SY-HR-50
Pub Date—Jun 82
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—16p.
Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($1.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Assessment, Elementary Secondary Education, *Hispanic Americans, *National Competency Tests, *Reading Comprehension, *Reading Improvement, *Reading Research, Reading Skills

Identifiers—*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

Data generated in the 1974-75 and 1979-80 reading performance assessments conducted by the National Assessment of Educational Progress (NAEP) were analyzed to determine if changes had occurred in the performance of Hispanic students. Results showed that although Hispanic students' reading performance remained below the national level, these students had made some significant gains in reading from 1974 to 1980. Moreover, the performance gains among Hispanic children at age 9, and among several groups of Hispanic students at ages 13 and 17 exceeded those of students nationally in certain areas. Specifically (1) the performance of 9-year-old Hispanos improved 5.3% compared to a 2.6% improvement for all 9-year-old students surveyed; (2) this improvement was greatest on exercises assessing literal comprehension; (3) 13-year-old Hispanos' performance stayed about the same between 1974 and 1980, but 13-year-old Hispanos in large cities improved their performance on literal comprehension exercises by 5.9 points; (4) 17-year-old Hispanos' performance also stayed about the same between assessments, with large city students again showing an improvement, primarily on exercises assessing inferential comprehension; and (5) at all three ages, Hispanos in the modal grade performed better than those below modal grade and improved their performance at a faster rate. (FL) Primary type of information provided by report: Results (Selective) (Secondary Analysis).

ED 224 296 FL 013 331

Students From Homes in Which English Is Not the Dominant Language: Who Are They and How Well Do They Read?

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—NAEP-11-R-50

Pub Date—Oct 82

Contract—OEC-0-74-0506

Note—38p.

Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 300, Denver, CO 80295 ($4.00).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Students, Educational Background, Elementary Secondary Education, *English (Second Language), Ethnic Groups, Family Characteristics, Language Dominance, Language Proficiency, Minority Groups, *Native Speakers, *Reading Achievement, Reading Comprehension, *Reading Skills, Second Languages, *Student Characteristics, Whites

Identifiers—*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

Characteristics and reading performance of students who have a dominant language other than English are examined and compared with those of English-dominant students, based on the results 1979-1980 National Assessment of Educational Progress (reading and literature). Responses were obtained from 9-year-olds, 13-year-olds, and 17-year-olds. The exercises probed students' comprehension of simple words as well as such complex features of text as mood, tone, and character. It was found that students from homes in which a language other than English was often spoken (OL) generally performed below students for whom English was the dominant language (EL) In general, OL students attending advantaged-urban and private schools, those coming from homes with many reading resources, and (except at age 9) those who have a parent with post-high school education performed near, at, or above national levels. OL students attending disadvantaged-urban schools, those coming from homes with few reading resources, and those whose parents had not completed high school performed considerably below their more advantaged peers. While OL 17-year-olds performed about a percentage point below the nation and 5 percentage points below white students for whom English was the dominant language, black OL 17-year-olds performed 26 points below the nation and 14 points below black EL students. In addition, Hispanic OL 17-year-olds performed 9 percentage points below the nation, just as Hispanic EL students do. Findings are also considered in relation to region of the country, type and size of community, four achievement ranges, kindergarten attendance, television watching, time spent on homework, and reading, sex, and race/ethnicity. Primary type of information provided by report: Results (Race) (Selective). (SW)

h. SCIENCE

(1) First Assessment

(b) Assessment Instrument

ED 033 872 SE 007 687
Science Objectives.
Committee on Assessing the Progress of Education, Ann Arbor, Mich.
Pub Date—69
Note—33p.
Available from—National Assessment Office, Room 201 A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 ($1.00)
Document Not Available from EDRS.
Descriptors—*Affective Objectives, *Cognitive Objectives, *Educational Objectives, Evaluation, *Science Education, Scientific Attitudes, Scientific Concepts, Scientific Enterprise, Scientific Methodology
Identifiers—*National Assessment of Educational Progress

The general procedures used to develop educational objectives for the National Assessment of Educational Progress are outlined, as are the procedures used to develop science objectives. Four primary objectives of science education are stated: "Know fundamental facts and principles of science"; "possess the abilities and skills needed to engage in the processes of science"; "understand the investigative nature of science"; and "have attitudes about and appreciations of scientists, science, and the consequences of science that stem from adequate understandings." Each primary objective is divided into sub-objectives. Behaviors typical of four chosen ages, 9-, 13- and 17-year olds and adults, are delineated for many of the sub-objectives. Appendices list the names of scientists, of lay panel chairmen, and of educational organizations involved in developing the objectives. (EB) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 194 431 SO 012 957
Released Social Studies Exercises (1971-72).
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 75
Note—392p.; For a related document see ED 095 060.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—Achievement Tests, Attitudes, Educational Assessment, Elementary Secondary Education, Higher Education, Knowledge Level, *National Competency Tests, Skills, *Social Sciences, *Social Studies, Standardized Tests
Identifiers—First Social Studies Assessment (1972), National Assessment of Educational Progress

This document contains 99 exercises from the 1971-72 social studies assessment. The intended audience is researchers who need detailed information about the exercises and state and local educators who want to use the National Assessment of Educational Progress (NAEP) exercises in their own assessment programs. The document includes a copy of the exercise, complete documentation about administration and scoring procedures, and the national percentage results. The exercises are classified according to the three broad areas of attitudes, knowledges, and skills. They are either multiple choice, short answer (one or two words up to several sentences), or longer answers (paragraph or more). In the 1971-72 assessment of social studies, 9-year-olds, 13-year-olds, 17-year-olds and young adults aged 26-35 were asked a variety of questions designed to measure achievement of five broad educational objectives in social studies. These objectives are (1) that Americans should have curiosity about human affairs; (2) that they should use analytic-scientific procedures effectively; (3) that they should be sensitive to creative-intuitive methods of explaining the human condition; (4) that they should have knowledge relevant to the major ideas and concerns of social scientists; and (5) that they should have a reasoned commitment to the values that sustain a free society. (Author/RM) Primary type of information provided by report: Assessment Instrument (Released Exercises).

(d) Results

ED 043 099 EA 003 035
Dochterman, Clifford L.
National Assessment of Educational Progress. Summary of Report 1. Science: National Results. July, 1970.
Education Commission of the States, Denver, Colo.
Spons Agency—Carnegie Corp. of New York, N.Y.; Office of Education (DHEW), Washington, D.C.
Pub Date—Jul 70
Note—24p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Educational Objectives, *Evaluation, *National Surveys, *Science Education
Identifiers—First Science Assessment (1970), *National Assessment of Educational Progress

This report provides concerned citizens and educators with information about the attainment of educational objectives in the United States. In light of science objectives, exercises assessing knowledge, skills, and other educational achievements were administered to randomly selected 9, 13, and 17-year-olds, and young adults (26 to 35). This document reports study highlights, explaining what young people know about specific questions or tasks, what information or skills they have, and what misinformation they possess. A related document is EA 003 034. (Author/LLR) Primary type of information provided by report: Results (Summary) (National).

ED 055 785 SE 011 113
National Assessment of Educational Progress, Report 1–Science: National Results. Observations and Commentary of a Panel of Reviewers.
National Assessment of Educational Progress, Ann Arbor, Mich.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No.—BR-8-0771
Pub Date—Jul 70
Note—42p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 830-210, $0.50)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Curriculum, *Evaluation, *National Competency Tests, National Surveys, *Natural Sciences, *Science Education, *Sciences, Scientific Attitudes, Scientific Concepts
Identifiers—First Science Assessment (1970), National Assessment of Educational Progress

Presented are five reviews of the National Assessment of Educational Progress results in science. Dr. Mildred Ballou discusses the objectives of the assessment by age level with concern over explanations for responses, social implications, and validity of testing exercises. Wilmer Cooksey comments on the results as viewed by the classroom teacher and interprets results at each age level with implications pertinent to science education. Dr. Richard Merrill discusses the limitations of the study and makes possible suggestions in overcoming those limitations. Dr. Elizabeth Wood defines difficulties and hazards of the project concerning the public and mass media problems with making broad generalizations from specific test items. Dr. Stanley E. Williamson discusses what the National Assessment of Educational Progress in the sciences means to American education and what the National Assessment Program means to science education in the areas of curriculum design and development, and strategies and techniques of teaching. (BB) Primary type of information provided by report: Results (Interpretation) (National).

ED 055 786 SE 011 115
Norris, Eleanor
National Assessment of Educational Progress, Report 1–Science: National Results and Illustrations of Group Comparisons.
National Assessment of Educational Progress, Ann Arbor, Mich.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No.—BR-8-0771
Pub Date—Jul 70
Note—226p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 830-208, $1.75)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Evaluation, *National Competency Tests, National Surveys,

*Natural Sciences, *Science Education, *Sciences, Science Tests, Scientific Attitudes, Scientific Concepts

Identifiers—First Science Assessment (1970), National Assessment of Educational Progress

This publication, written for citizens and professional educators, releases about 40 percent of the data describing what groups of Americans know and can do in the area of science. Nine-year old elementary (28,000), thirteen-year old junior high (28,000), and senior high students were tested. In addition 10,000 adults, ages 26-35, were involved. Four major objectives assessed included: (1) Fundamental Facts and Principles of Science, (2) Abilities and Skills Needed to Engage in the Process of Science, (3) Understanding the Nature of Science, Attitudes and Appreciations of Scientists, Science, and (4) the Consequences of Science that Stem from Adequate Understandings. Data were analyzed to yield information regarding: (1) four geographic regions, (2) four sizes of communities, (3) four types of communities, (4) sex, and (5) levels of parents education. Appendices include the development of the National Assessment Exercises, Definition of Terms, Structure of Sampling and Weighting, and Data for Nine Selected Science Exercises. There is no attempt in this report to discuss whether these results show that the status of science education and knowledge in the United States is good or bad, or to make recommendations on the basis of these results. (BB) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

ED 063 101 SE 012 307

Tukey, John W. And Others

National Assessment Report 4 1969-1970 Science: Group Results for Sex, Region, and Size of Community.

Education Commission of the States, Denver, Colo.; National Assessment of Educational Progress, Ann Arbor, Mich.

Report No.—NAEP-4

Pub Date—Apr 71

Note—108p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0843, $1.00)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Evaluation, *National Competency Tests, *National Norms, *National Surveys, Science Education, *Sciences, Scientific Attitudes, Scientific Concepts

Identifiers—First Science Assessment (1970), National Assessment of Educational Progress

This report is part of the National Assessment on what children know and can do in science. The results are reported in terms of percentages of respondents who provide correct responses to specific exercises. Among the interesting results are the following: (1) Males performed better than females, increasingly through the four National Assessment ages; (2) Females did appreciably better than males on exercises involving knowledge of human birth or reproduction; (3) At all four ages, respondents from the Southeast were successful less often than the respondents from the country as a whole; (4) The other three regions were similar to one another in typical performance, with some regional variations; and (5) Individuals living in urban fringe areas scored the highest and those in large cities the lowest. Appendices include: Definitions of Age, Region and Size of Community; National Percentages of Success; Effects for Region, Size of Community, and Sex for the Science Exercises; and Standard Errors for Region, Size-of-Community, and Sex Effects. (BB) Primary type of information provided by report: Results (Subgroup).

ED 067 220 SE 013 723

National Assessment of Educational Progress. 1969-1970 Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex, (National Assessment Report 7).

National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0771

Pub Date—Dec 71

Grant—OEG-0-9-080771-2468

Note—196p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Achievement, *Black Community, Ethnic Groups, *Evaluation, National Competency Tests, *Science Education, Student Characteristics, *Testing

Identifiers—First Science Assessment (1970), National Assessment of Educational Progress

Report 7 from the National Assessment of Educational Progress, a project of the Education Commission of the States, is based on results from a 1969-70 assessment of scientific knowledge and extends these results to cover the performance of Blacks, of respondents with differing levels of parental education, and from differing types of communities. Blacks performed between 12 percent and 16 percent below the national average at the four age levels: 9, 13, 17 and young adults (26-35). When results were partially adjusted for disproportionate representation of Blacks on the variables of size of community, level of parental education, sex and region, the reduced difference between Black and national performance was between 7 percent and 10 percent at the four age levels. Blacks performed best on those science exercises largely dependent upon daily experience and common knowledge, and worst on those which involved a detached research attitude toward the objects and phenomena of science. (Author/CP) Primary type of information provided by report: Results (Subgroup).

ED 081 638 SE 016 789

National Assessment of Educational Progress, Report 7, Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date—May 73

Note—215p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Achievement, *Black Community, Ethnic Groups, *Evaluation, *National Competency Tests, *Science Education, Student Characteristics, Testing

Identifiers—First Science Assessment (1970), *National Assessment of Educational Progress

Report 7 from the National Assessment of Educational Progress, a project of the Education Commission of the States, is based on the results of a 1969-70 survey designed to measure the scientific knowledge of the nation's children and young adults. This report is a completely revised edition of a previously published preliminary volume (ED 067 220). The results cover the performance of Blacks, of respondents with differing levels of parental education, and from different types of communities. Blacks performed between 11.8 and 15.8 percent below the national average at the four age levels tested: 9, 13, 17 and young adults (26-35). When results were adjusted for disproportionate type of community, parental education, sex, and regional representation, the median results for Blacks were still below national results, but by amounts substantially less than those which do not take the balancing factors into account. The residual disadvantages were between -7.7 and -11.0 percent for the four age groups. Blacks performed best on those science exercises most dependent upon daily experience and common knowledge, and poorest on those which involve a detached research attitude toward the objects and phonomena of science. (Author/JR) Primary type of information provided by report: Results (Subgroup).

(2) Second Assessment

(b) Assessment Instrument

ED 072 976 SE 015 694

Mastie, Marjorie M., Ed. Johnson, George H., Ed.

National Assessment of Educational Progress, Science Objectives for 1972-73 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washing-

ton, D.C.
Pub Date—72
Grant—OEG-0-9-080771-2468
Note—53p.
Available from—National Assessment Office, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($1.00, quantity discounts)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Behavioral Objectives, *Behavior Standards, Educational Innovation, *Educational Objectives, Educational Responsibility, Educational Status Comparison, Organization, *Science Education, *Scientific Enterprise, *Scientific Literacy
Identifiers—*National Assessment of Educational Progress, Second Science Assessment (1973)

The 1970 revised science objectives are presented in this booklet along with a summary of the history and goals of the National Assessment of Educational Progress. Procedures used in reviewing and revising the 1965 version are described in detail. The National Assessment Science objectives are divided into three primary statements describing the behaviors expected to be observable in individuals as they move toward the attainment of scientific literacy: (1) Know the fundamental aspects of science; (2) Understand and apply the fundamental aspects of science in a wide range of problem situations; and (3) Appreciate the knowledge and processes of science, the consequences and limitations of science, and the personal and social relevance of science and technology in our society. Each primary objective is divided into subobjectives that deal with the fundamental aspects of science. Each subobjective is further defined with descriptions of related behaviors which are assessed by age levels. Lists of participants in mail reviews and members of panels are appended. (Author/CC) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 127 199 SE 021 246
National Assessment of Educational Progress. Changes in Science Performance, 1969-1973: Exercise Volume.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-04-S-20
Pub Date—Dec 75
Note—332p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Science Report Number 04-S-20, $1.00)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—*Achievement, *Educational Assessment, *Educational Research, Elementary Education, Evaluation, Higher Education, Item Banks, *National Surveys, Science Education, *Scientific Concepts, Secondary Education
Identifiers—*National Assessment of Educational Progress, Second Science Assessment (1973)

This volume provides documentation and selected data for the exercises used by the National Assessment of Educational Progress (NAEP) in nationwide surveys to measure changes in science achievement of young Americans at four age levels: 9-year-olds, 13-year-olds, 17-year-olds, and adults ages 26-35. The exercise documentation includes a copy of the complete exercise, cross-reference identification numbers, the objectives an exercise measured, timing information, and description of the exercise by format, scoring requirements, and administration mode. (MH) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Change) (Exercise Level).

ED 193 040 SE 032 898
National Assessment of Educational Progress, Released Science Exercises, 1972-73.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—Sep 75
Note—482p.; Not available in hard copy due to marginal legibility of original document.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors—*Educational Assessment, Elementary Secondary Education, *National Competency Tests, Science Education, *Science Tests
Identifiers—*National Assessment of Educational Progress, Second Science Assessment (1973)

Presented are released science exercises from the National Assessment of Educational Progress in a loose-leaf format. Each exercise is followed by a documentation page that describes the objective being measured, mode of administration, age groups assessed, type of scoring, and national result. (CS) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

(c) Procedures

ED 157 709 SE 024 513
Searls, Donald T. And Others
Change in National Science Achievement: Some Analysis Problems.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—75
Note—19p.; Contains occasional light and broken type
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Achievement, *Educational Research, *Reports, *Science Education, *Statistical Analysis, Surveys, Testing
Identifiers—*National Assessment Educational Progress, Second Science Assessment (1973)

This document explores some of the problems associated with understanding the data of a report completed by the National Assessment of Educational Progress (NAEP). The report deals with science achievement among young Americans over a period of four years. The procedure used by NAEP in assessing educational achievement and the factors involved in the selection of data is explained. A general problem related to change measures used by NAEP is explicated and approaches that might clarify possible factors associated with observed results are explored. Two kinds of data adjustment for science achievement measures are illustrated. One is aimed at removing masquerading and double counting due to disproportionate distributions of subpopulations. The other is aimed at estimating the impact of shifts of these distributions over time and the shifts in masquerading that might change real performance. (GA) Primary type of information provided by report: Procedures (Analysis); Results (Change).

ED 206 672 TM 810 567
Kalsbeek, William D. And Others
No-Show Analysis. Final Report.
Research Triangle Inst., Durham, N.C. Statistics Research Div.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-255U-1061-3
Pub Date—Apr 75
Contract—OEC-0-74-0506
Note—46p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Assessment, High Schools, Mathematical Models, *Performance Factors, Sampling, *Statistical Analysis
Identifiers—*National Assessment of Educational Progress, *Nonresponders, Second Science Assessment (1973)

The National Assessment of Educational Progress; Second Science Assessment No-Show Study assessed the magnitude and causation of nonresponse biases. A No-Show is defined as an individual who was selected as a sample respondent but failed to be present for regular assessment of the 17-year-old group. The procedure whereby a sample of eligible 17-year-old No-Shows were selected to take four specific No-Show assessment packages is briefly described. Estimates of biases due to nonresponse were made for the following domain variables: region; sex; race; size and type of community; derived parental education. These domains are outlined. Also documented are the domain estimation methodologies, terminology and the methods utilized for the computation of formulas. No-Show domain analysis results are briefly summarized in tables, but are detailed more fully elsewhere in separate appendixes. Results show that reliability estimates were positive and several were significant, indicating that regular assessment students generally performed better on assessment packages than did the no-shows. Separate exercise analyses of bias are considered in section 6 as an extension of the analyses covered by the study. Primary type of information provided by report: Procedures (Evaluation) (Sampling). (Author/AEF)

(d) Results

ED 104 723 SE 019 015
National Assessments of Science, 1969 and 1973: A Capsule Description of Changes in Science Achievement. National Assessment of Educational Progress.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-04-S-00
Pub Date—Feb 75
Note—26p.; Contains examples with small print
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order Science Report No. 04-S-00; $0.75)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Educational Assessment, Educational Research, *Elementary Secondary Education, National Programs, *National Surveys, *Science Education, Student Evaluation, Surveys, Test Results
Identifiers—*National Assessment of Educational Progress

This report includes a capsule description of changes in science achievement, as part of the National Assessment study of changes in science achievement for 9-year-olds, 13-year-olds, and 17-year-olds attending schools. Concrete information is presented in the progress or decline of knowledge in science. It is reported that knowledge of fundamental scientific facts and principles has declined among American students. Data reported are based on an estimate of the percentage of individuals in a given age population who responded acceptably to a given question. To assess the growth or decline in attainment on a given question, the difference between performance in 1969-70 and 1972-73 was obtained. National results by age level are reported. Also presented is how groups of individuals responded to certain exercises. The groups are characterized by age, sex, race, region of the country, level of parental education, and size and type of community. A brief section includes putting the data into perspective. (Author/EB) Primary type of information provided by report: Results (Change) (Overview).

ED 111 693 SE 019 733
Selected Results from the National Assessments of Science: Scientific Principles and Procedures.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-04-S-02
Pub Date—Aug 75
Note—59p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order Report 04-S-02, $1.25)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Curriculum, *Educational Assessment, Educational Research, *Evaluation, Inquiry, Science Activities, Science Course Improvement Projects, *Science Education, Secondary Education, Secondary School Science, Testing
Identifiers—*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an information-gathering project that surveys the educational attainments of 9-year-olds, 13-year-olds, 17-year-olds, and adults (ages 26-35) in various learning areas. All areas are assessed by a group of educators who design objectives for each area and create measurement tools appropriate to the objectives. When the exercises prepared by the test developers have passed extensive reviews by subject-matter specialists and measurement experts, they are administered to probability samples of various populations. Approximately 100,000 persons participate annually in these exercises. This report includes information on the ability of American youth to utilize the inquiry skills stressed in the new science curricula. The students participated in eight individualized activities which included the use of scientific apparatus to conduct testing procedures and simple experiments, the application of knowledge to the observation of materials in order to make generalizations, and the demonstration of principles by using models. Descriptions are given of the eight activities which were designed for students of ages 9, 13, and 17, and specifications are included for the sample populations which took part in the study. The results of the assessment are reported for each activity and include a breakdown according to geographical region, sex, color, parental education, and size and type of community. (MLH) Primary type of information provided by report: Results (Selective).

ED 127 143 SE 020 977
Science Achievement: Racial and Regional Trends, 1969-1973.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-BRS-1
Pub Date—Mar 76
Contract—OEC-0-74-0506
Note—53p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. ($1.20)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Achievement, *Educational Research, Elementary Education, Elementary School Science, *Evaluation, *Racial Composition, *Racial Differences, *Science Education, Secondary Education, Secondary School Science, Surveys
Identifiers—*National Assessment of Educational Progress, Second Science Assessment (1973)

This study presents regional and racial trands in science achievement for black and white students ages 9, 13, and 17 between 1969-70 and 1972-73. The study also presents changing patterns in the racial composition of schools. Among the findings was that in the nation as a whole, science achievement declined between 1969-70 and 1972-73. Declines between approximately 1 and 3 percentage points were observed for both blacks and whites at all three ages. Graphs and tables are provided for science achievement according to race, region of the country, and age, and for the racial composition of schools for various regions of the country. (MH) Primary type of information provided by report: Results (Change) (Race) (Regional).

ED 127 200 SE 021 247
National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Attitude Questions.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-04-S-03
Pub Date—Oct 75
Note—35p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Science Report Number 04-S-03, $1.45)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Attitudes, *Educational Assessment, *Educational Research, Elementary Education, Evaluation, Higher Education, *Item Banks, National Surveys, Science Education, *Scientific Attitudes, Secondary Education
Identifiers—*National Assessment of Educational Progress, Second Science Assessment (1973)

This document presents many of the items used by the National Assessment of Educational Progress (NAEP) to measure the attitudes toward science of young Americans in four age levels: 9-year-olds, 13-year-olds, 17-year-olds, and adults ages 26-35. The appendix presents national percentages and group differences for each of the science attitude items for the following variables: sex, race, region of the country, level of parental education, and size and type of community. (MH) Primary type of information provided by report: Results (Selective).

ED 127 201 SE 021 248
Sauls, Judith M. Kalk, John Michael
National Assessment of Educational Progress. Changes in Science Achievement of Black Students.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—[76]
Note—35p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); Contains small print in figures and some broken type
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Achievement, *Black Community, *Educational Assessment, *Educational Research, Elementary Education, Evaluation, Minority Groups, National Surveys, Science Education, *Scientific Concepts, Secondary Education
Identifiers—*National Assessment of Educational Progress, Second Science Assessment (1973)

This report presents data and analyses concerning black participants in two nationwide surveys of science achievement conducted by the National Assessment of Educational Progress (NAEP) during 1969-70 and 1972-73. In both assessments, NAEP selected respondents aged 9, 13, and 17 using a deeply-stratified, multi-stage probability sample. In addition to estimates of performance for age level, performance data are also included for groups categorized by sex, race, region of the country, and size and type of community. (MH) Primary type of information provided by report: Results (Change) (Race).

ED 127 202 SE 021 249
Sauls, Judith M.
National Assessment of Educational Progress. Highlights and Trends from National Assessment: Changes in Science Achievement, 1969-1973.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—[76]
Note—36p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976); Small print in Exhibits
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Achievement, *Educational Assessment, *Educational Research, Elementary Education, Evaluation, *National Surveys, Science Education, *Scientific Concepts, Secondary Education
Identifiers—*National Assessment of Educational Progress, Second Science Assessment (1973)

This report summarizes two nationwide studies conducted by the National Assessment of Educational Progress (NAEP), in 1969-70 and 1972-73, in which information was gathered on the skills and knowledge in science of respondents aged 9, 13, and 17. Included in this report are: a description of the sample used and the science exercises used; statistical results of the studies according to age, region of the country, sex, and region and type of community; and supplementary graphs and tables displaying the data. (MH) Primary type of information provided by report: Results (Overview).

ED 127 203 SE 021 250
National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Energy Questions.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-04-S-01
Pub Date—May 75
Note—27p.; Small print in Tables and Graphs
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Science Report Number 04-S-01, $0.75)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Assessment, *Educational Research, Elementary Education, *Energy, Evaluation, Higher Education, *National Surveys, Physics, Science Education, Secondary Education
Identifiers—*National Assessment of Educational Progress, Second Science Assessment (1973)

This report presents selected results concerning energy questions used to measure science achievement in the National Assessment of Educational Progress (NAEP), a nationwide survey of educational attainments of a sample of 9-year-olds, 13-year-olds, 17-year-olds, and adults aged 26-35. Data and graphs are presented concerning the performances on energy questions according to age level and type of question. (MH) Primary type of information provided by report: Results (Selective).

ED 139 666 SE 022 587
National Assessment of Educational Progress. Changes in Science Performance, 1969-73: Exercise Volume. Appendix - Volume II.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-04-S-20
Pub Date—Apr 77
Contract—OEC-0-74-0506
Note—1,134p.; For related document, see ED 127 199; Not available in hard copy due to marginal legibility of original document
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.
Descriptors—*Achievement, *Educational Assessment, Educational Research, Elementary Education, *Evaluation, *National Surveys, Science Education, *Scientific Concepts, Secondary Education
Identifiers—*National Assessment of Educational Progress, Second Science Assessment (1973)

This document provides information concerning response patterns on selected exercises used by the National Assessment of Educational Progress (NAEP) Project of the Education Commission of the States in a 1972-1973 national survey of American attitudes and knowledge of science. Four age groups (9-year-olds, 13-year-olds, 17-year-olds, and adults) are included. Data are partitioned according to geographic region, sex, race, amount of parental education, and size and type of community. The exercise documentation includes copies of many of the exercises, cross-reference identification numbers, the objectives measured by an exercise, timing information, and descriptions of exercises by format, scoring requirements, and administration mode. (CP) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Change) (Exercise Level).

ED 141 135 SE 022 646
National Assessment of Educational Progress. Science Technical Report: Summary Volume.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-04-S-21
Pub Date—May 77
Contract—OEC-0-74-0506
Note—201p.; Contains small print in Tables ; Not available in hard copy due to marginal reproducibility of original
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (price to be determined)
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Achievement, *Educational Assessment, Educational Research, *Elementary School Science, Evaluation, Predictor Variables, *Science Education, *Secondary School Science
Identifiers—*National Assessment of Educational Progress, Second Science Assessment (1973)

Each year since 1969, National Assessment has gathered information about levels of achievement. This report summarizes the National Assessment study of changes in science achievement for 9-year-olds, 13-year-olds, and 17-year-olds attending schools. Having assessed achievements in science twice, National Assessment can report information on the progress or decline of knowledge in science. Highlights of the study indicate that knowledge of fundamental scientific facts and principles as measured by National Assessment declined among American students between 1969 and 1973. Other data indicate the gap between students in the Southeast and other parts of the nation narrowed between 1969 and 1973. Performance of boys continued to exceed those of girls. Performance of white students also continued to exceed those of blacks. Numerous tables and figures are used to present data. (RH) Primary type of information provided by report: Results (Technical Summary).

ED 184 820 SE 030 365
Holmes, Barbara J. Wright, David
What Do Young Adults Know About Science? Some Results From Two National Assessments.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Report No.—NAEP-08-S-50
Pub Date—Feb 80
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—24p.
Available from—National Assessment of Educational Progress, Education Commission of the States, Suite 700, 1860 Lincoln St., Denver, CO 80295 ($1.00).
Pub Type— Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, Educational Research, Educational Trends, Elementary Secondary Education, *National Surveys, *Science Education, *Scientific Literacy, *Secondary School Science, *Young Adults
Identifiers—*National Assessment of Educational Progress, Second Science Assessment (1973)

Data for this report come from the National Assessment of Educational Progress (NAEP), gathered in three science assessments of 9-, 13-, and 17-year-olds, and young adults. The assessments were conducted in 1969-70, 1972-73, and 1976-77. This paper focuses on changes in science knowledge of young adults from the second assessment to the third assessment and compares performance of young adults with that of 17-year-olds. Results report a uniform decline in scientific literacy among young adults and 17-year-olds, with no difference between the two groups in their performance on science exercises. Observations are also noted regarding patterns of responses as to gender, minority groups, and social factors. (CS) Primary type of information provided by report: Results (Change).

(3) Third Assessment

(b) Assessment Instrument

ED 161 686 SE 025 001
The Third Assessment of Science, 1976-77. Released Exercise Set.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date—May 78
Contract—OEC-0-74-0506
Note—350p.; Not available in hard copy due to marginal legibility of original document
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Achievement Tests, Attitude Measures, *Educational Assessment, *Educational Testing, *Elementary Secondary Education, *Evaluation, *National Competency Tests, *Performance Tests, Science Education, Sciences
Identifiers—National Assessment of Educational Progress, Third Science Assessment (1977)

The main purpose of this publication is to provide easy access to the released exercises from the third science assessment conducted by the National Assessment of Educational Progress (NAEP) in 1976-77. This publication focuses on materials for school-age population, and young adults are referenced only on the relevant exercise documentation pages. Exercises and documentation are presented in three parts in loose-leaf format to facilitate sorting and copying. Attitude and experience exercises (part A) are followed by cognitive exercises developed for the 1976-77 assessment (part B), and change exercises from the 1969-70 or 1972-73 assessments of service and the International Assessment exercise (part C). The introduction is divided into five sections. Section one briefly describes NAEP's assessment procedures and documentation. Each of sections two, three, and four presents the rationale, description and organization of the exercises included in parts A, B, and C. Section five contains two types of cross-reference tables. (HM) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

ED 179 402 SE 029 355
Science Objectives for the Third Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—OEC-0-74-0506
Note—68p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Affective Objectives, *Cognitive Objectives, *Educational Assessment, Elementary Secondary Education, Inquiry, Performance Criteria, Process Education, *Science Education, *Skill Development, Values
Identifiers—*National Assessment of Educational Progress, Third Science Assessment (1977)

Presented is background information related to the third round of science assessment activities (1976-77) conducted by the National Assessment of Educational Progress (NAEP). Chapter one contains a description of the overall assessment plan, the general framework of objectives, criteria for selecting objectives, and procedures used for developing specific learner outcomes. Chapter two is focused on the cognitive domain while chapter three relates to attitudes, values, and experiences. Three appendices are included: (1) 1976-77 sample objectives, (2) a list of science consultants, and (3) objectives from cycles I and II. A short bibliography is included. (SA) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

(d) Results

ED 159 026 SE 024 821
Three National Assessments of Science: Changes in Achievement, 1969-77. Selected Results from the Third National Assessment of Science.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-08-S-00
Pub Date—Jun 78
Contract—OEC-0-74-0506
Note—44p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Achievement, *Educational Assessment, Elementary School Science, Elementary Secondary Education, *National Competency Tests, Performance, *Science Education, Secondary School Science, Statistical Analysis
Identifiers—*National Assessment of Educational Progress, Third Science Assessment (1977)

This is a report by the National Assessment of Educational Progress that contains selected results from the Third National Assessment of Science conducted in 76-77, with emphasis on relative performance changes in achievement from 1969 to 1977. The report describes the data base and methods of measuring changes of performance. It reports on the general patterns of change in science achievement across three age groups; the trend is downwards for the 9 and the 13 year olds, but to a lesser extent than in the first and second assessments, while achievement level of the 17 year olds continues to decline over the three assessments. Students in rural areas have shown consistent improvement in succeeding assessments. The report shows that the achievement level of whites is higher than that of blacks, and that of males is also higher than that of females in all three assessments. In the three appendices at the end numerous tables of results are supplied. (GA) Primary type of information provided by report: Results (Change) (Selective).

ED 164 337 SE 026 299
Crane, Robert
Science Achievement in the Schools: A Summary of Results from the 1976-77 National Assessment of Science.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-SR-08-S-01
Pub Date—Dec 78
Contract—OEC-0-74-0506
Note—64p.; Contains occasional small print in Exhibits

Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Educational Assessment, Educational Research, Educational Testing, Elementary Secondary Education, National Programs, *National Surveys, *Science Education, *Scientific Literacy, Surveys, Testing
Identifiers—*National Assessment of Educational Progress, Third Science Assessment (1977)

The science achievement of American students ages 9, 13, and 17 was measured during the 1976-77 school year. Overall, 543 different questions were asked in the cognitive assessment of science at the three age levels. The questions were developed according to a two-dimensional matrix. One dimension, the classification of the cognitive abilities required to answer specific science questions, was divided into four categories: (1) knowledge; (2) comprehension; (3) application; and (4) analysis, synthesis, and evaluation. The other dimension divided the domain of science into three major areas: content, process, and science and society. The questions illustrate various topics of the biological sciences, earth sciences, physical sciences, and integrated topics such as equilibrium, evolution, and probability. This document gives examples of several types of questions, and gives a summary of student performance categorized according to age, sex, ethnic background, region, size and type of community, and level of parental education. (BB) Primary type of information provided by report: Results (Selective).

ED 168 901 SE 027 551
Wright, David And Others
Three Assessments of Science, 1969-77: Technical Summary.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-08-S-21
Pub Date—Apr 79
Contract—OEC-0-74-0506
Note—97p.; Contains occasional light and broken type; Certain tables contain small print
Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln St., Denver, Colorado 80295 ($10.60)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Achievement, Adults, *Age Groups, *Educational Assessment, Educational Research, Elementary Secondary Education, *National Surveys, *Science Education, Scientific Enterprise
Identifiers—National Assessment of Educational Progress, Third Science Assessment (1977)

This technical summary describes the changes in science performance on exercises included in both the first and second science assessments and on exercises included in both the second and third science assessments conducted by the National Assessment of Educational Progress (NAEP). Using the same exercises for adjacent assessments, with some exercises common to all three, National Assessment was able to measure improvements and declines in achievement between 1969-70 and 1976-77. Each assessment utilized a deeply stratified, multistage probability sample design and a professional data collection staff. To the extent possible, administration conditions were kept constant across assessments. The document contains a brief introduction and four chapters: chapter 1 contains background information about the project, chapter 2 presents national results by age levels (9 years, 13 years, 17 years), chapter 3 reports group results for 9-, 13- and 17-year olds, and chapter 4 contains a discussion of the adult science assessments. Four appendices are included: (1) A-Technical Procedures: Sampling and Estimation of Standard Errors; (2) B-Estimated Population Proportions of Reporting Groups Based on National Assessment Samples, 1969-70, 1972-73, and 1975-76; (3) C-Changes in Procedures Between Assessments; and (4) D-Nonresponse in Assessment Samples. (PEB) Primary type of information provided by report: Results (Technical Summary).

ED 177 017 SE 029 138
Ward, Barbara
Attitudes Toward Science: A Summary of Results from the 1976-77 National Assessment of Science.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—NAEP-08-S-02
Pub Date—Oct 79
Contract—OEC-0-74-0506
Note—108p.; Tables contain small print
Available from—National Assessment of Educational Progress, 1860 Lincoln Street, Suite 700, Denver, Colorado 80295 ($6.55)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Attitudes, *Educational Research, Elementary School Science, Elementary Secondary Education, Evaluation, Postsecondary Education, *Science Education, Scientific Attitudes, *Scientific Enterprise, Scientific Research, Secondary School Science, Surveys, Technology
Identifiers—*National Assessment of Educational Progress, Third Science Assessment (1977)

Reported are the findings from the 1976-77 assessment of attitudes toward science conducted by the National Assessment of Educational Progress (NAEP). Data were collected from four groups: 9-year-olds, 13-year-olds, 17-year-olds, and young adults. This contains a one-page summation of the highlights of the results, an introductory chapter describing the methodology of the study, and five additional chapters. These are entitled: (1) Personal Experiences with Science; (2) Science and Society; (3) Awareness of the Methods, Assumptions and Values of Science; (4) A Comparison of Results on Attitudinal and Cognitive Science Items; and (5) Implications and Perspectives. A bibliography and numerous tables and exhibits are included. (PB) Primary type of information provided by report: Results (Selective).

I. SOCIAL STUDIES

(1) First Assessment

(b) Assessment Instrument

ED 049 111 SO 000 896
Norris, Eleanor L., Ed. Goodwin, Barbara, Ed.
National Assessment of Educational Progress. Social Studies Objectives.
Education Commission of the States, Denver, Colo.
Spons Agency—Carnegie Corp. of New York, N.Y.; National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No.—BR-8-0771
Pub Date—70
Grant—OEG-0-9-08771-2468-508
Note—43p.
Available from—National Assessment Office, Room 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 (Single Copies $1.00; 20% discount for 10 or more)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Accountability, Achievement Rating, Adults, Affective Objectives, Age Groups, Attitude Measures, *Behavioral Objectives, Cognitive Objectives, Educational Objectives, Elementary School Students, High School Students, *Human Relations, Inquiry, Measurement Instruments, Measurement Objectives, *National Surveys, Social Attitudes, *Social Studies
Identifiers—First Social Studies Assessment (1972), *National Assessment of Educational Progress

This document presents the educational objectives for the area of social studies, one of 10 areas chosen for national assessment of educational outcomes. Also included is an introduction to the history and goals of the National Assessment program. These behavioral objectives for social studies are the result of inputs from laymen, experts, and the literature since 1945. Each of these objectives is broken down into measurable behaviors appropriate for the four age groups (9, 13, 17, and young adults): 1) Curiosity About Human Affairs; 2) Effective Use of Analytic-Scientific Procedures; 3) Sensitivity to Creative-Intuitive Methods of Explaining the Human Condition; 4) Knowledge Relevant to the Major Ideas and Concerns of Social Scientists; and, 5) A Reasoned Commitment to the Values That Sustain a Free Society. The exercises to be used in 1971-72 national assessment of social studies outcomes were developed from these objectives. The lay organizations, their representatives, and the experts who developed these objectives are listed in the appendices. In addition, see these related documents: ED 043 098, SO 000 898, and SO 000 899. (DJB) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 118 481 SO 008 878
Social Studies Technical Report: Exercise Volume.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-03-SS-20
Pub Date—Dec 75
Note—886p.; For a related document, see SO 008 859
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($8.95)
Pub Type— Reports - Research (143)
EDRS Price - MF06/PC36 Plus Postage.
Descriptors—Adult Education, Attitudes, Data Analysis, Economics, *Educational Assessment, Elementary Secondary Education, *Evaluation, Evaluation Criteria, Evaluation Methods, Geography, History, Knowledge Level, *National Surveys, Political Science, Skills, *Social Sciences, *Social Studies, Values
Identifiers—First Social Studies Assessment (1972), *National Assessment of Educational Progress

This volume contains social studies assessment data and exercises from the National Assessment of Educational Progress (NAEP). NAEP is an information-gathering project that surveys the educational attainments of 9-year-olds, 13-year-olds, 17-year-olds, and adults (ages 26-35) in 10 learning areas, one of which is social studies. Different learning areas are assessed every year, and all areas are periodically reassessed in order to measure educational change. This volume contains all the social studies assessment data which have been collected, scored, and analyzed to date and copies of approximately one-half of the social studies exercises that have been used in past assessments. Not included in this document are those social studies exercise tests which the National Assessment will administer again in the future to determine whether the performance level of Americans has improved or declined. However, the objectives that were measured by these unreleased exercises and their percentage results are presented. For exercises that have been released, this volume provides an exact copy of the exercise, complete documentation about administration and scoring procedures, and the percentage results for the national sample and each of the subpopulation reporting groups. Researchers who need detailed information about the exercises and state and local educators who went to use NAEP exercises in their own assessment program will find this documentation useful. (Author/RM) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

(d) Results

ED 091 300 SO 007 506
Marriner, Gerald L. Crane, Robert
Political Knowledge and Attitudes, 1971-1972. A Special Social Studies Report from the National Assessment of Educational Progress.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—Carnegie Corp. of New York, N.Y.; Fund for the Advancement of Education, New York, N.Y.
Report No.—NAEP-03-SS-01
Pub Date—Dec 73
Note—62p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.05)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Civics, Civil Liberties, Data Analysis, *Educational Assessment, Elections, Evaluation, Measurement Instruments, *National Surveys, *Political Attitudes, *Political Science, *Social Studies, Tables (Data), Test Results, United States Government (Course), Values
Identifiers—First Social Studies Assessment (1972), *National Assessment of Educational Progress

The National Assessment of Educational Progress is an information-gathering project which surveys the educational attainments of 9, 13, and 17-year-olds and adults in ten subject areas, with two areas assessed every year. The results of the 1971-72 assessment of political knowledge and attitudes are summarized in this report. Chapters 1-4 present national results for each exercise in the volume. The four chapters group the exercises in the following areas: attitudes toward the underlying values of American society; knowledge of the role and function of government; knowledge of and attitudes toward constitutional rights; and knowledge of the electoral process and of the role of political parties. A rationale for the choice of content of the exercises introduces each chapter. Each exercise is reproduced with its possible answers, and tables show the percentage of responses to each answer. The fifth chapter presents summary results for various sub-populations at each age level. The variables used for the division are region of country, sex, color, parental education, and size and type of community. Each variable is defined, and tables present statistics on each variable as well as on group differences from the national percentage and limitations of the data. (Author/KSM) Primary type of information provided by report: Results (Selective).

ED 085 332 SO 006 786
National Assessment of Educational Progress Newsletter. Volume 6, Number 9.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Pub Date—Dec 73
Note—4p.
Available from—Educational Commission of the States, National Assessment of Educational Progress, 700 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (Free)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship, Civics, Civil Rights, Data Analysis, Democratic Values, •Educational Assessment, Legal Education, •Newsletters, Political Attitudes, •Political Science, •Public Affairs Education, •Social Studies, Surveys, Voting Rights, Youth

Identifiers—First Social Studies Assessment (1972), •National Assessment of Educational Progress, •United States Constitution

Published six times a year, the newsletter keeps educators abreast of assessment studies; forthcoming reports; staff announcements, meetings, and services rendered; notes of interest; and publications. The newsletter allows for dissemination of current information of the National Assessment which provides data to measure student knowledge, skills and understandings in ten subject matter areas. The lead article provides findings from a recent report entitled: "Political Knowledge and Attitudes: A Special Social Studies Report from the National Assessment of Educational Progress" which shows that nearly one out of every four young adults in the nation is unaware that the U.S. Constitution contains a statement of his civil rights. Another article concerned with the report reviews misunderstandings about voting ballots among 17-year-olds and discusses comparative levels of political knowledge. Further reports in a series that will present survey findings in other subject areas are announced. Letters to the editors comment on a previous report on the teaching of reading. The newsletter is free to those on the mailing list. A related document is ED 073 007. (KSM) Primary type of information provided by report: Results (Overview).

ED 095 060 SO 007 688

Crane, Robert

The First Social Studies Assessment: An Overview. National Assessment of Educational Progress. Report No. 03-SS-00.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—R-03-SS-00

Pub Date—Jun 74

Note—77p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.90)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement, Achievement Tests, Attitudes, •Educational Assessment, •Educational Research, Elementary School Students, Evaluation, Knowledge Level, •National Competency Tests, Racial Characteristics, Secondary School Students, Sex (Characteristics), Skills, •Social Sciences, •Social Studies, Young Adults

Identifiers—First Social Studies Assessment (1972), •National Assessment of Educational Progress

Discussed in this report are the results of the first social studies assessment from the National Assessment of Educational Progress, a project of the Education Commission of the States. Exercises especially designed to test the attainment of social studies skills, knowledges, and attitudes were administered to a random sampling of 9-year-olds, 13-year-olds, 17-year-olds, and adults. Among the findings are the following: (1) Less than one half of America's 17-year-olds and young adults understand how to use all parts of a simple ballot; (2) relatively few Americans can read and interpret graphs, maps, or tables effectively; (3) a rather large gap exists between the attitudes Americans profess to hold and the actions they take in specific situations; (4) young Americans generally have very little knowledge about the contributions of minority groups to our culture and history; (5) blacks show a marked disadvantage in skills, knowledge, and attitudes assessed at all age levels; (6) females outperform males on both skill and attitude exercises during the school years, but fall behind the males by age adult; and (7) Southeasterners consistently perform below the national levels of success in all three areas. (Author/RM) Primary type of information provided by report: Results (Overview).

ED 097 271 SO 007 838

Crane, Robert

Contemporary Social Issues. National Assessment of Educational Progress: Social Studies. Report No. 03-SS-02.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-03-SS-02

Pub Date—Jul 74

Note—55p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Order Report 03-SS-02; $0.65)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Data, •Educational Assessment, Environment, Justice, Minority Groups, National Surveys, Resource Materials, •Social Problems, •Social Studies, •Student Attitudes, Student Interests, Urban Environment, •Urbanization

Identifiers—First Social Studies Assessment (1972), •National Assessment of Educational Progress

This document presents information about young people's perceptions of contemporary society as elicited by the 1971 National Assessment in social studies. Topics covered include perceptions (1) of contemporary urban problems, (2) environmental quality, and (3) minority groups and social justice. Responses to the open-ended questions are displayed in tables and graphs which distinguish the age groups surveyed, 9, 13, 17, and adult; acceptable responses; and categories of answer content. For example, 13- and 17-year-olds listed the three most important problems facing large cities in the United States. A table showing the percentages of students able to respond and a table of those responses with percentages of students mentioning them are presented. Then the students chose one problem about which they would like to ask questions; percentages choosing various problems are given. The tabular evidence is investigated, and sample responses are given. The material in this document can suggest areas for curricular emphasis and new questioning exercises that may "turn students on." Use of these materials to stimulate discussion and for comparing student responses is encouraged. (JH) Primary type of information provided by report: Results (Selective) (Topical).

ED 111 748 SO 008 606

Fair, Jean, Ed.

National Assessment and Social Studies Education: A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Council for the Social Studies, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date—75

Note—121p.; For the full NCSS report, See ED 100 739-746

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 ($1.90)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—•Citizenship, •Educational Assessment, •Educational Objectives, •Evaluation, Evaluation Methods, Measurement Instruments, Measurement Objectives, Models, National Surveys, •Social Studies, Test Validity

Identifiers—First Social Studies Assessment (1972), •National Assessment of Educational Progress

This report of a study conducted by the National Council for the Social Studies (NCSS) reviews, interprets, and disseminates findings of the National Assessment of Educational Progress (NAEP) assessments in citizenship and social studies. The study represents an investigation funded by the Education Commission of the States and coordinated by a special steering committee working under the auspices of NCSS. Chapter titles include: (1) National Assessment and Social Studies Education: The Setting, by Jean Fair; (2) Potential Uses of the National Assessment Model at the State Level and for Accountability Purposes, by Bob L. Taylor; (3) On the Need for Criterion-Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship, by Joseph C. Grannis; (4) Evaluating Social Studies and Citizenship Education: Some Alternate Approaches, by Michael Scriven; (5) Critique of NAEP Objectives and Procedures: Citizenship and Social Studies, by A. Guy Larkins; (6) Validity of Social Studies and Citizenship Exercises, by Francis P. Hunkins; (7) A Rating of Social Studies Exercises by Social Studies Educators, by

June Chapin; (8) An Analysis of a Selected Set of Social Studies Exercises: Knowledge of Institutions, by C. Benjamin Cox; and (9) A Response from the National Assessment, by J. Stanley Ahmann. The appendixes include the NAEP citizenship and social studies objectives, performançe evaluations, and a bibliography. (DE) Primary type of information provided by report: Results (Interpretation).

ED 117 019 SO 008 859
Social Studies Technical Report: Summary Volume. Report No. 03-SS-21.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—Carnegie Corp. of New York, N.Y.; Fund for the Advancement of Education, New York, N.Y.; National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-03-SS-21
Pub Date—Nov 75
Note—120p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Achievement, Adult Education, *Educational Assessment, Educational Objectives, Elementary Secondary Education, *Evaluation, Intellectual Development, Measurement Objectives, *National Surveys, Racial Differences, Sex Differences, Social Differences, *Social Studies, Student Evaluation, Test Results
Identifiers—First Social Studies Assessment (1972), *National Assessment of Educational Progress

This report provides the technical results of the 1971-72 national assessment of social studies. The results are summarized across assessment exercises for the sample. Exhibits include comparison of age for the learning area, of each of the National Assessment's reporting groups with the national level of performance, of the various groups within an age, and of performance on subsets of social studies exercises. The reporting population and subpopulations are categorized according to age, region of the country, sex, race, level of parental education, and type of community. For most of the exhibits, the exercises are divided into the three broad themes of skills, knowledges, and attitudes. Chapters present summary comparison data for exercises related to (1) the skills of obtaining and interpreting information; (2) the knowledge areas of economics, geography, history, and political science; and (3) attitudes about First Amendment rights. Summary comparison data are provided for the overlap exercises of the three basic themes-skills, knowledge, and attitudes. The last chapter includes a copy of the five major social studies objectives and summaries of group results for each objective. Appendix A presents a cross-reference list for all exercises from theme to objective. (Author/DE) Primary type of information provided by report: Results (Technical Summary).

EJ 089 440 EA 504 457
Vandermyn, Gaye
America's Uninformed Electorate
Pub Date—Jan-Feb 74
Journal Cit—Compact; 8; 1; 11-13
Descriptors—*Civics, Civil Liberties, Democracy, *Educational Assessment, Freedom of Speech, *National Surveys, *Social Studies
Identifiers—First Social Studies Assessment (1972), National Assessment of Educational Progress

Highlights a recently reported national survey of what young Americans (ages 9-35) know and understand about their constitutional rights, the political process, the role of government and basic democratic principles. Findings indicate that many Americans are unfamiliar with the political functionings of the country or their rights guaranteed under law. (Author) Primary type of information provided by report: Results (Selective).

(2) Second Assessment

(b) Assessment Instrument

ED 097 288 SO 007 860
Social Studies Objectives, Second Assessment. National Assessment of Educational Progress.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—74
Note—46p.
Available from—National Assessment of Educational Progress, 700 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($1.00 single copy, 20 percent discount on 10 or more)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement, *Educational Assessment, *Educational Objectives, *Evaluation, Humanistic Education, Intellectual Development, *Measurement Objectives, Self Concept, *Social Studies, Values
Identifiers—*National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

Major social studies objectives delineated in this booklet provide a framework for the measurement of student achievement in the social studies. The booklet is arranged in four chapters. The first chapter describes the development of social studies objectives; the other chapters respectively list the social studies objectives for the specific age groups: 9-year-olds, 13-year-olds, and 17-year-olds and adults. In each of the later chapters major objectives are stated, followed by specific age-related subobjectives. Six major objectives emphasize the need for students to develop (1) a knowledge base for understanding the relationships between human beings and their social and physical environment; (2) an understanding of the origins and interrelationships of beliefs, values, and behavior patterns; (3) the competencies to acquire, organize, and evaluate information for purposes of solving problems and clarifying issues; (4) the human relation skills necessary to communicate and work with others; (5) a positive self-concept, self-esteem, and movement toward self-actualization; and (6) a commitment to the right of self-determination for all human beings and a willingness to take rational action in support of means for securing the preservation of human rights. The appendix lists conference participants and consultants. (Author/DE) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

(d) Results

ED 161 791 SO 011 251
Changes in Social Studies Performance, 1972-76. Selected Results from the Second Assessment of Social Studies.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-07-SS-01
Pub Date—Sep 78
Contract—OEC-0-74-0506
Note—65p.; Exhibits 5-7, 16-18, 22-24, and Figures 1-7 may not reproduce clearly in hard copy due to small type size of original document; Funding information on inside front cover has been removed by ERIC
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, Age Groups, Comparative Analysis, *Educational Assessment, Educational Trends, Elementary Secondary Education, Knowledge Level, *National Surveys, Skill Development, *Social Studies, Student Attitudes, Student Characteristics, Tables (Data), Trend Analysis
Identifiers—*National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

The report presents data on changes in social studies achievement for young Americans aged nine, 13, and 17 during the period 1972-76. Data were collected through two surveys conducted by the National Assessment of Educational Progress during the 1971-72 and 1975-76 school years. Test items were categorized in three major areas: knowledge, skills, and attitudes. Four topics included under knowledge were economics, geography, history, and politics. Skill items dealt with ability to obtain and interpret information; questions about attitudes covered support for constitutional rights and respect for others. In this report, the first three chapters describe results for the three major areas. Each chapter includes a summary of changes in national performance, samples of the items used, and data for various population groups. Chapter four compares achievement for 13 and 17-year-olds. Overall results of the assessment revealed that nine-year-olds showed no statistically significant change in performance, and that 13 and 17-year-olds' performance declined. Seventeen-year-old Hispanic students and students living in the West displayed smaller declines than the nation as a whole. Although overall performance of blacks remained below that of whites, at age nine blacks showed more improvement than whites. At age 13 black performance remained the same while white performance declined. (Author/AV) Primary type of information provided by report: Results (Change) (Selective).

ED 162 957 SO 011 365
Citizenship: An Overview, 1975-76. Selected Results from the Second Assessment of Citizenship. Report No. 07-C-00.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-07-C-00
Pub Date—Oct 78
Contract—OEC-0-74-0506
Note—67p.; Exhibits 1-21 may not reproduce clearly in hard copy due to small type size of original document; Funding information on inside front cover has been removed by ERIC
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Age Groups, Citizen Participation, *Citizenship, Comparative Analysis, Decision Making Skills, Democratic Values, *Educational Assessment, Educational Objectives, Elementary Secondary Education, Government Role, *National Surveys, Performance Factors, Social Studies, Tables (Data)
Identifiers—*National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

A report is presented of a national assessment of young Americans' achievement of citizenship goals. Conducted by the National Assessment of Educational Progress, the study measured achievement of six behavioral objectives. These were: (1) show concern for the well-being and dignity of others, (2) support just law and the rights of all individuals, (3) know the main structure and functions of government, (4) participate in democratic civic improvement, (5) understand important world, national, and local civic problems, and (6) approach civic decisions rationally. Students in the survey represented nine-, 13-, and 17-year-old age groups. Chapter one of the report is a summary of citizenship achievement at each age for all six objectives. Chapters two through seven each focus on one of the objectives, discussing overall results for that particular objective and featuring sample questions. The final chapter compares different performance levels among age groups. Tables of data accompany the discussion in all chapters. (Author/AV) Primary type of information provided by report: Results (Overview).

J. WRITING

(1) First Assessment

(b) Assessment Instrument

ED 033 870 SE 007 685
Norris, Eleanor L.
Writing Objectives.
Committee on Assessing the Progress of Education, Ann Arbor, Mich.
Pub Date—69
Note—19p.
Available from—National Assessment Office, Room 201 A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 ($1.00).
Document Not Available from EDRS.
Descriptors—Affective Objectives, Cognitive Objectives, *Communication Skills, *Educational Objectives, Evaluation, *Writing (Composition), *Writing Skills
Identifiers—First Writing Assessment (1970), National Assessment of Educational Progress

The general procedures used to develop educational objectives for the National Assessment of Educational Progress are outlined, as are the procedures used to develop writing objectives. Four objectives related to writing skills are stated: "write to communicate adequately in a social situation"; "write to communicate adequately in a business or vocational situation"; "write to communicate adequately in a scholastic situation"; and "appreciate the value of writing." Each of the first three objectives is defined more specifically in terms of tasks appropriate for four chosen age levels: 9-, 13- and 17-year olds, and adults. The fourth objective is discussed in terms of three sub-goals. Appendices list the names of experts, of lay panel chairmen, and of educational organizations involved in developing the objectives. (EB) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

(d) Results

ED 051 245 TE 002 474
Norris, Eleanor L. And Others
National Assessment of Educational Progress. 1969-1970 Writing: National Results.
National Assessment of Educational Progress, Ann Arbor, Mich.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Report No.—NAEP-3
Pub Date—Nov 70
Note—166p.; National Assessment Report 3
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.50)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Age Differences, Behavioral Objectives, *Communication (Thought Transfer), Comparative Analysis, *Data Collection, *Educational Objectives, *Writing Skills
Identifiers—Educational Testing Service, First Writing Assessment (1970), *National Assessment of Educational Progress

National results for writing, one of the three subject areas assessed during the first year of data collection by National Assessment, are presented in this volume. National results for the other two subjects, science and citizenship, are presented in separate volumes. The purpose of this project is to explore whether an assessment of educational outcomes is possible, and, if so, to develop the plan and methods for conducting it. The Educational Testing Service (ETS) of Princeton, N.J., developed the objectives and exercises in writing, working with subject matter experts and others concerned with educational planning. Four broad objectives were defined: (1) write to communicate adequately in a social situation, (2) write to communicate adequately in a business or vocational situation, (3) write to communicate adequately in a scholastic situation, (4) appreciate the value of writing. Examples of types of behaviors expected at each of the four age levels (ages 9, 13, 17 and adults) are spelled out. The percentage of respondents who were able to complete each writing task successfully is shown. A number of writing tasks were given at more than one age and thus allow comparisons between ages. Results of these comparisons are given. The exercises reported here show what people at four age levels know, what they can do, and what their attitudes are in one subject area, writing. Five appendices are included. For related document, see TE 002 475. (CK) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level) (National).

ED 051 246 TE 002 475
Norris, Eleanor L. And Others
National Assessment of Educational Progress. 1969-1970 Writing: Group Results for Sex, Region, and Size of Community (Preliminary Report).
National Assessment of Educational Progress, Ann Arbor, Mich.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Report No.—NAEP-5
Pub Date—Apr 71
Note—143p.; National Assessment Report 5
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Age Differences, Behavior Patterns, Communication (Thought Transfer), *Community Size, *Sex Differences, Surveys, *Urban Areas, *Writing (Composition)
Identifiers—First Writing Assessment (1970), *National Assessment of Educational Progress

National results for writing, one of the subjects assessed by National Assessment during 1969-70, were reported in November 1970. In the present report, results are presented by age (9, 13, 17 and young adults between 26 and 35) and by three classifications: (1) sex, (2) region: southeast, central, west, and (3) size of community: big cities, urban fringes, medium-size cities and smaller places. The data are examined for evidence of patterns of performance–for example, in general, how do males and females compare in percentage of successful performance? How does each region compare with the nation as a whole? How does each size of a community compare with the nation as a whole? The general, or typical, behavior is described, and then exercises on which a group performed much above or much below its own typical level are described and discussed. The general findings are: (1) Females perform better than males at all four ages, but their advantage is greater for 17s and adults than for 9s and 13s; (2) The northeast and central regions typically are above the nation as a whole; (3) The urban fringe typically performs above the nation as a whole, and the advantage is greater at ages 17 and adult than at ages 9 and 13. Three appendices are attached. For related document, see TE 002 474. (CK) Primary type of information provided by report: Results (Subgroup).

ED 062 325 TE 002 875
Writing: National Results–Writing Mechanics.
Education Commission of the States, Denver, Colo.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-8
Pub Date—Feb 72
Note—207p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Basic Skills, Children, *Comparative Analysis, Creative Writing, English Education, *English Instruction, Error Patterns, Essays, Evaluation Methods, Letters (Correspondence), National Surveys, Structural Grammar, Writing (Composition), *Writing Exercises, *Writing Skills, Young Adults
Identifiers—First Writing Assessment (1970), *National Assessment of Educational Progress

This is the third National Assessment report on the writing of children aged 9, 13, and 17, and young adults. The three exercises used in the writing assessment were: Age 9: The Forest Fire Exercise; Age 13: The Famous Person Exercise; and Age 17: The Famous Person Exercise. An exercise for young adults (Adults: The Commissioner Stroud Letter) required them to write formal letters to public officials expressing a viewpoint on an issue. The report contains separate chapters for each age group: Chapter 2 describes the essays written by 9-year-olds; Chapter 3 reports on 13-year-olds; and Chapters 4 and 5 describe 17-year-olds and young adults, respectively. Each chapter begins with an introductory statement about particularly important aspects of the essays that age group wrote. Chapter 6 discusses The Differences between 9's, 13's, 17's and Adults. The results of the four analyses (overall quality, error counts, characterization, and computer) are presented under six headings: essay length, paragraphing, punctuation and capitalization, sentence structure, agreement, and words (spelling, vocabulary and usage). Six appendixes present: Procedures for Assigning Overall Quality Scores; Kinds of Errors Sought in the Error Count Analysis; Characterizations; Computer Scoring of Essays; Sample Percentages; and Best Essays. Tables and figures illustrate the text. (Author/LS) Primary type of information provided by report: Results (Overview).

ED 075 822 CS 200 460
Slotnick, Henry B., Comp.
Selected Essays and Letters: A Selection of Papers Collected During the 1969-70 Assessment of Writing. Report 10.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-10
Pub Date—Nov 72
Note—1,025p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. ($8.00, including postage)
EDRS Price - MF07/PC41 Plus Postage.
Descriptors—Accountability, Age Differences, Creative Writing, Educational Background, *Elementary Education, Evaluation, Racial Differences, *Secondary Education, Sex Differences, *Writing Skills
Identifiers—First Writing Assessment (1970), *National Assessment of Educational Progress

This study contains writing samples from 9, 13, and 17 year olds and from adults (aged 26-35). The study is one of a series undertaken by the National Assessment of Educational Progress to gather information about how Americans write. The respondents, chosen by random sampling, wrote a letter or an essay in response to an exercise. Separate chapters include samples of the writings of each of the four age groups tested. The papers included are roughly at the 15th, 50th, and 85th percentiles in their respective distributions, or in the lower, middle, and upper ranges. The writings were transcribed for computer reproduction and appear as printouts in this report. Each chapter begins with a table which presents the region of the country, sex, color (non-black or other), community size and type, and highest educational attainment of the respondent's parents. (Author/DI) Primary type of information provided by report: Results (Respondent Examples).

ED 077 029 CS 200 581
Knapp, John V. Slotnick, Henry B.
Writing: Group Results A and B for Objectively-Scored Exercises; 1969-70 Assessment, National Results by Region, Sex, Color, Size and Type of Community, and Parental Education.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-11
Pub Date—May 73
Note—90p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.25)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Business English, *Educational Research, Elementary Education, Expository Writing, Racial Differences, Secondary Education, Sex Differences, Social Differences, *Technical Writing, Writing (Composition), *Writing Skills
Identifiers—First Writing Assessment (1970), *National Assessment of Educational Progress

This study reports the findings of that part of the 1969-70 National Assessment of Educational Progress which surveyed certain kinds of writing skills. Respondents were children, teenagers, and young adults (ages 26-35) who wrote exercises related to the objectives of (1) writing to communicate adequately in a social situation, (2) writing to communicate adequately in a business or vocational situation, (3) writing to communicate adequately in a scholastic situation, and (4) appreciating the value of writing. The survey is divided into four chapters, each of which reports detailed results of the exercises related to the four objectives. Results are discussed and reported in graph and chart form and are presented for an age group as a whole and for groups representing (1) different regions of the country, (2) both sexes, (3) different races, (4) different sizes and types of communities, and (5) for persons having different parental education. (See related document ED 051 245.) (Some material will have poor reproducibility due to type size.) (DI) Primary type of information provided by report: Results (Subgroup).

(2) Second Assessment

(b) Assessment Instrument

ED 072 460 CS 200 355
Writing Objectives for 1973-74 Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Bureau No.—BR-8-0771
Pub Date—72
Grant—OEG-0-9-080771-2468
Note—36p.
Available from—National Assessment Office, Lincoln Tower, 1860 Lincoln Street, Denver, Colo. 80203 ($1.00)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Objectives, *National Competency Tests, *National Surveys, Writing (Composition), *Writing Skills
Identifiers—*National Assessment of Educational Progress, Second Writing Assessment (1974)

This booklet presents the objectives prepared for the National Assessment of Educational Progress's reassessment of writing. The three main writing objectives were: (1) Demonstrates ability in writing to reveal personal feelings and ideas; (2) Demonstrates ability to write in response to a wide range of societal demands and obligations; and (3) Indicates the importance attached to writing skills. Discussions and examples of the way in which the objectives apply to each of the four test groups (age 9, age 13, age 17, and adult) are included. The revised educational objectives are accompanied by a summary of the history and goals of the National Assessment, the procedures used to develop the revised writing objectives, and several appendixes listing the names of those who reviewed the 1965 Writing Objectives, the members of the Writing Objectives Revision Panel, the members of the Lay Review Conference, those who reviewed the Revised Writing Objectives, and those who provided a supplementary review of the Revised Writing Objectives. (DD) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 155 728 CS 204 215
The Second National Assessment of Writing: New and Reassessed Exercises with Technical Information and Data.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-05-W-20
Pub Date—May 78
Contract—OEC-0-74-0506
Note—946p.; Not available in hard copy due to marginal reproducibility of original document
Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 ($25.-00); Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Write for price)
Pub Type— Reports - Research (143)
EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
Descriptors—Achievement Tests, Age Differences, Educational Assessment, Educational Testing, Elementary School Students, Elementary Secondary Education, *National Competency Tests, Racial Differences, Secondary School Students, Sex Differences, Social Differences, *Statistical Data, Tables (Data), *Test Results, *Writing (Composition), *Writing Exercises, *Writing Skills
Identifiers—*National Assessment of Educational Progress, Second Writing Assessment (1974)

In the 1973-74 National Assessment of Writing, nine-year-old, thirteen-year-old, and seventeen-year-old students were asked a variety of questions designed to measure their achievement of specific writing objectives. This report provides copies of approximately one-half of the exercises from the writing assessment along with information on students' performance on each one. Following each exercise, information is provided on administration and scoring procedures, and results are given for the nation as a whole and for students in subpopulations representing differences in age, sex, geographic region, level of parental education, size and type of community, and race. For open-ended exercises, a detailed scoring guide and sample responses are included; for multiple choice exercises, the correct answers are indicated. For exercises also administered in the 1969-1970 assessment of writing, changes in results and documentation for the earlier assessment are reported. Introductory material explains the National Assessment of Educational Progress sample design, reporting variables, computation of the data, organization of the volume, exercise documentation pages, scoring procedures, and data tables. (GW) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

(c) Procedures

ED 124 942 CS 202 761
Mullis, Ina V. S.
The Primary Trait System for Scoring Writing Tasks.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Note—34p.; Report presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, *Essay Tests, Evaluation, *Evaluation Criteria, *Evaluation Methods, *Measurement Instruments, National Surveys, Writing (Composition), *Writing Exercises, *Writing Skills
Identifiers—*National Assessment of Educational Progress, Second Writing Assessment (1974)

The purpose of this paper is to present the rationale and procedures used to implement the National Assessment of Educational Progress (NAEP) system of scoring writing papers from the 1974 national assessment of writing. Identifying important writing skills and developing writing tasks, scoring guides, and scoring procedures are also discussed. A national assessment exercise, the scoring guide developed for the exercise, and sample responses for the score points, as well as the national results for this exercise comprise the remainder of the booklet. (LL) Primary type of information provided by report: Procedures (Scoring).

(d) Results

ED 113 736 CS 202 322
Writing Mechanics, 1969-1974: A Capsule Description of Changes in Writing Mechanics.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-05-W-01
Pub Date—Oct 75
Note—67p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO Stock No. S/N 017-080-01854-3, $1.30)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Secondary Education, *Grammar, Longitudinal Studies, *Measurement Instruments, National Surveys, Paragraph Composition, *Punctuation, *Writing (Composition), *Writing Skills
Identifiers—*National Assessment of Educational Progress

This report, part of the National Assessment of Educational Progress (NAEP) survey, describes one facet of the national assessment of writing. The students–9-, 13-, and 17-year-olds who constitute the sample for the NAEP studies–were told to use their best writing but were not told that their papers would be examined for mechanical correctness. The data on mechanical correctness obtained from an examination of these papers during the 1974 survey are compared with the data obtained from the 1970 assessment. Richard Lloyd-Jones of the University of Iowa (Iowa City) and Ross Winterowd of the University of Southern California (Los Angeles) offered the following observations about the writing assessment results: there is no evidence that the schools must "go back to basics" because the basics seem well in hand; language is always changing, but new ways of writing may not be worse in any defensible sense; writing is inextricably tied to reading; "Edited Standard English" as taught in most schools is one dialect of English; there are fewer rewards for being a good writer; and increasing class size results in fewer writing assignments. (RB) Primary type of information provided by report: Results (Change) (Selective).

ED 128 814 CS 202 929
Mullis, Ina V. S.
Highlights and Trends from National Assessment: Writing and Change in Writing Skills.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—76
Note—27p.; Report presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Achievement Tests, Creative Writing, Educational Testing, Elementary Secondary Education, Measurement, *National Competency Tests, Scoring, Testing, *Test Results, *Writing Skills
Identifiers—*National Assessment of Educational Progress, Second Writing Assessment (1974)

The National Assessment of Educational Progress uses a variety of test items and scoring techniques in measuring the writing achievement of three age groups–nine, thirteen, and seventeen year olds. This document discusses the holistic scoring of essays, including mechanical correctness and grammatical usage; the primary-trait method of scoring, with types of discourse rated according to their purposes; and the checking of content on a presence/absence basis. Included are tables of findings, examples of essays, background questionnaires, and scoring guides. (JM) Primary type of information provided by report: Procedures (Scoring); Results (Change) (Respondent Examples).

ED 130 312 CS 203 025
Expressive Writing: Selected Results From the Second National Assessment of Writing.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-05-W-02
Pub Date—Nov 76
Contract—OEC-0-74-0506
Note—60p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Write for Price)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, Age Differences, Creative Writing, Educational Assessment, Educational Research, Elementary Secondary Education, Ethnic Groups, *Expressive Language, National Surveys, Sex Differences, Socioeconomic Influences, Writing (Composition), *Writing Skills
Identifiers—*Expressive Writing, *National Assessment of Educational Progress, Second Writing Assessment (1974)

Three expressive writing tasks from the 1974 national assessment of writing are summarized and discussed in this report. Results indicated that for a majority of students, first-draft expressive writing is unstructured and lacking in coherence. The tendency to integrate feelings and to organize them in coherent expressions develops between the ages of 9 and 13, with some further development between 13 and 17. The proportions of good, expressive papers written by females, by students whose parents have post-high school education, and by students from relatively affluent communities are greater than the proportions for males, blacks, children of the poorly educated, and children who live in relatively impoverished areas. The capacity to enter into an imaginary situation with a controlled and consistent point of view grows steadily with age, though even at age 17 almost half the students are unable to do this competently. Sample papers and a copy of the revised National Assessment of Educational Progress writing objectives are also included in this report. (Author/AA) Primary type of information provided by report: Results (Selective).

ED 135 006 CS 203 221

Explanatory and Persuasive Letter Writing: Selected Results from the Second National Assessment of Writing.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-05-W-03

Pub Date—Feb 77

Contract—OEC-O-74-0506

Note—32p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Descriptive Writing, *Educational Assessment, Elementary Secondary Education, *Expository Writing, *Letters (Correspondence), National Surveys, *Persuasive Discourse, *Writing Skills

Identifiers—*National Assessment of Educational Progress, Second Writing Assessment (1974)

The National Assessment of Educational Progress (NAEP) is an information-gathering project that surveys the educational attainments of 9 year olds, 13 year olds, 17 year olds, and adults (ages 26 to 35) in ten learning areas, one of which is writing. This report focuses on persuasive and explanatory letter writing, representing two basic aims of discourse. The letters, divided into two broad categories of social letters and business letters, were read and categorized by experienced English and composition teachers. NAEP reports the responses to certain exercises of groups of individuals defined according to sex, race, region of the country, level of parental education, and size and type of community. Some of the report's observations are that simple explanatory-writing skills are developed sometime between the ages of 9 and 13 and that persuasive-writing skills are complex and difficult to master. (JM) Primary type of information provided by report: Results (Selective).

ED 141 826 CS 203 528

Write/Rewrite: An Assessment of Revision Skills; Selected Results from the Second National Assessment of Writing.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-05-W-04

Pub Date—Jul 77

Contract—OEC-0-74-0506

Note—36p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. S/N017-08-01731-8, $1.50)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Assessment, *Educational Research, Elementary Secondary Education, *National Surveys, Predictor Variables, *Skill Analysis, *Writing Skills

Identifiers—*National Assessment of Educational Progress, Second Writing Assessment (1974)

This report focuses on how students across the nation, of three different ages–9, 13, and 17–revise their own writing. The report is based on detailed analyses of two writing assignments: the first required 9-year-olds and 13-year-olds to write and revise a school report about the moon, and the second required 17-year-olds to write and revise a letter of complaint in response to a practical, reasonably complex situation. Approximately 2,500 individuals at each age level responded to one of these exercises. The interaction of such variables as group differences, sex, race, parental education, community type, and region is summarized. Several visual displays of the data obtained are included. (KS) Primary type of information provided by report: Results (Selective).

ED 155 330 CE 016 101

Gonder, Peggy

A Woman's Place.

Education Commission of the States, Denver, Colo.

Pub Date—Jun 77

Note—13p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Groups, Beliefs, Career Choice, *Employed Women, Employment, Occupational Aspiration, Role Conflict, *Role Perception, Socioeconomic Influences, Statistical Surveys, *Student Attitudes, *Student Evaluation, Values, *Work Attitudes, *Writing Skills, Youth

Identifiers—*National Assessment of Educational Progress, Second Writing Assessment (1974)

In 1974, as part of the National Assessment of Educational Progress (NAEP) survey in writing, 4,600 17-year-old high school students were asked to write an essay defending their position on women's place in the home. About half responded that it should be a women's choice whether to be a homemaker, career woman, or both. About twenty percent said women should be allowed to work under certain conditions, such as when they do not have children. Nearly thirty percent said women definitely belong at home. Predictably, more females than males felt that women should have a choice about working. In addition, attitudes and reasons given for staying at home were examined extensively. Findings suggest that many young American women are uncertain about their future roles in society; new and broadening job opportunities for women are encouraging career aspirations that conflict directly with traditional values. Writing ability was also measured and classified as inadequate, barely adequate, competent, or excellent. More than half the 17-year-olds could write competently or better. About thirty percent, however, did not show an understanding of the basic methods of persuasive writing. (TA) Primary type of information provided by report: Results (Selective) (Sex).

(3) Third Assessment

(b) Assessment Instrument

ED 190 672 TM 800 480

Writing Mechanics, 1979. A Description of the Writing Abilities Assessment of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.

Education Commission of the States, Denver, Colo.

Spons Agency—Dependents Schools (DOD), Washington, D.C.

Pub Date—Dec 79

Contract—MDA-903-79-C-0206

Note—63p.

Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Comparative Testing, Elementary Secondary Education, Essays, *Essay Tests, Foreign Countries, National Surveys, Paragraphs, Sentence Structure, *Student Evaluation, *Writing Skills

Identifiers—*Dependent Schools, National Assessment of Educational Progress, Third Writing Assessment (1979), *United States

Data presented in this report are the results of the special assessment of writing mechanics conducted during the 1978-79 school year by the Education Commission of the States (ECS) for the Department of Defense Dependents Schools (DoDDS). The purposes of the study were (1) to examine writing abilities of 9-, 13-, and 17-year-old students enrolled in the DoDDS system, and (2) to compare their writing abilities with those of students enrolled in schools within the continental United States. Once a representative sample of students at each of the three ages was selected, assessment materials were distributed. These materials included an instruction manual for DoDDS personnel, administering the assessment, the assessment booklets, and a paced audiotape presenting the materials to students. Each assessment booklet contained an essay writing task. Following assessment, the materials went on to the regional coordinator, and then to the scoring site. This report is organized by age group; a profile of the "average" essay is presented and discussed; a brief examination of the range of essays is provided; and a comparison of "average" papers by DoDDS students with those of their national counterparts is discussed. (Author/GK) Primary type of information provided by report: Procedures (Field Administration); Results (Special Analyses).

ED 205 583 TM 810 475

The Third Assessment of Writing, 1978-79 Released Exercise Set.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-89398-394-2; NAEP-10-W-25

Pub Date—Feb 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—514p.

Pub Type— Tests/Questionnaires (160) —

Reports - Descriptive (141)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors—*Educational Assessment, Educational Objectives, Elementary Secondary Education, Essay Tests, Language Tests, National Competency Tests, Student Writing Models, *Test Items, *Writing (Composition), *Writing Skills
Identifiers—*National Assessment of Educational Progress, Third Writing Assessment (1979)

The National Assessment of Educational Progress (NAEP) third writing assessment was administed to 9-, 13- and 17-year-old students in 1978-79. This volume contains the released exercises from this assessment. Part I summarizes objective and exercise development procedures, describes the different scoring procedures used in the writing assessments, explains the documentation for the items and discusses ways the items can be used. Part II contains the released items used to assess writing, item documentation, scoring guides and sample responses. The objectives used to develop items are grouped in three areas: (1) demonstrates ability in writing to reveal personal feelings and ideas; (2) demonstrates ability to write in response to a wide range of societal demands and obligations; and (3) indicates the importance attached to writing skills. (Author/BW) Primary type of information provided by report: Assessment Instrument: Released Exercises.

(c) Procedures

ED 199 263 TM 810 157
Procedural Handbook: 1978-79 Writing Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—NAEP-10-W-40
Pub Date—Feb 81
Contract—0EC-0-74-0506
Grant—NIE-G-80-0003
Note—95p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Achievement Tests, Data Analysis, Data Collection, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *National Programs, Sampling, Scoring, Test Construction, *Writing (Composition), *Writing Evaluation
Identifiers—*National Assessment of Educational Progress, Third Writing Assessment (1979)

The third (1978-79) of three writing assessments conducted by the National Assessment of Educational Progress (NAEP) is reported. The writing achievement of American 9-, 13-, and 17-year-olds was surveyed using a deeply stratified, multistage probability sample design. The specific procedures used in the assessment to develop objectives and exercises, draw the assessment sample, prepare materials for the assessment, administer and score the items and analyze the results are described. In addition to reporting national results, data are provided about the performance of population subgroups within the national population, defined by sex, race, region of the country, size and type of community lived in, level of parental education, grade in school, etc. Approximately 22,500 9-year-olds, 30,500 13-year-olds, and 27,500 17-year-olds participated with between 2,100 and 2,700 students responding to each booklet. Most of the writing exercises were open-ended and of the following types: (1) holistic; (2) primary trait; (3) essay cohesion; (4) paragraph coherence; (5) syntax; and (6) mechanics. The report includes appendices, a glossary of NAEP terms and a bibliography. (RL) Primary type of information provided by report: Procedures (Overview).

ED 205 572 TM 810 457
Mullis, Ina V. S. Mellon, John C.
Guidelines for Describing Three Aspects of Writing: Syntax, Cohesion and Mechanics.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—NAEP-10-W-50
Pub Date—Jun 80
Grant—NIE-G-80-0003
Note—44p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, Essays, *Evaluation Methods, National Competency Tests, *National Programs, Scoring, *Writing Evaluation, *Writing Skills
Identifiers—*National Assessment of Educational Progress, *Third Writing Assessment (1979)

The approaches used by the National Assessment of Educational Progress (NAEP) to characterize syntax, cohesion and mechanics are described. These approaches are different from the Primary Trait System, a scheme used by NAEP for rating essays. Part one of the publication describes the procedures NAEP used to characterize differences in syntactic structures. This approach is based on an analysis of the grammatical forms in which sentences are cast. Part two describes the procedure used to rate the cohesiveness of each essay. This approach is concerned with the number and variety of devices used to link and carry forward developing ideas. Part three presents the procedures NAEP used to characterize writing mechanics. This approach accounts for matters of manuscript form. The systems used to tally error rates are essentially unchanged from those used in earlier assessments, with some refinements. (Author/GK) Primary type of information provided by report: Procedures (Analysis) (Conceptual)

(d) Results

ED 196 042 CS 206 049
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume 1–17-Year-Olds.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Report No.—ISBN-0-89398-400-0; NAEP-R-10-W-01
Pub Date—Dec 80
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—153p.; For related documents see CS 206 049-051. Not available in paper copy due to small print.
Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, CO 80295 ($6.80)
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Achievement, *Achievement Gains, Black Students, Cohesion (Written Composition), *Educational Assessment, Elementary Secondary Education, Grade 12, Holistic Evaluation, Measurement Techniques, *National Surveys, Sex Differences, Trend Analysis, Urban Education, *Writing (Composition), *Writing Evaluation, Writing Exercises, *Writing Research, Writing Skills
Identifiers—*National Assessment of Educational Progress, Third Writing Assessment (1979)

Results from the third national writing assessment of 17-year-old students conducted in 1979 by the National Assessment of Educational Progress (NAEP) are presented in this volume. Chapter one provides highlights of the results of the test assessment which indicate neither a major decline nor improvement in writing performance of 17-year-old students in general. Chapter two gives an overview of the NAEP assessments, a discussion of the populations assessed, a description of the written exercises, and descriptions of the methods of scoring: holistic, primary trait, analysis of rhetorical effectiveness, and analysis of syntax and mechanics. Chapter three provides an indepth discussion of the results, and chapter four gives an overview of the writing of 9-year-old, 13-year-old, and 17-year-old students. Chapter five offers some observations about writing in the United States and suggests implications of the results of the assessment for instruction. Appendixes include exercises, documentation, scoring guides, and sample papers; guidelines for syntax and mechanics analysis; group results and exercises evaluated for primary trait and cohesion; error frequencies for good and poor papers and selected groups; and the background questionnaire and group responses to background and attitude questions. (MKM) Primary type of information provided by report: Assessment Instrument (Released Exercises) (Scoring Guides); Results (Exercise Level).

ED 196 043 CS 206 050
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume II–13-Year-Olds.
Education Commission of the States, Denver, Colo. National Assessment of Educational

Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBW-0-89398-401-9; NAEP-R-10-W-02

Pub Date—Dec 80

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—136p.; For related documents see CS 206 049-051. Not available in paper copy due to small print.

Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln St., Denver, CO 80295 ($6.40)

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement, *Achievement Gains, Black Students, Cohesion (Written Composition), *Educational Assessment, Elementary Secondary Education, Grade 8, Holistic Evaluation, Measurement Techniques, *National Surveys, Sex Differences, Trend Analysis, Urban Education, *Writing (Composition), *Writing Evaluation, Writing Exercises, *Writing Research, Writing Skills

Identifiers—*National Assessment of Educational Progress, Third Writing Assessment (1979)

Results from the third national writing assessment of 13-year-old students conducted in 1979 by the National Assessment of Educational Progress (NAEP) are presented in this volume. Chapter one provides highlights of the results of the test assessment which indicate a general decline in the writing performance of 13-year-old students. Chapter two gives an overview of the NAEP assessments, a discussion of the populations assessed, a description of the written exercises, and descriptions of the methods of scoring: holistic, primary trait, analysis of rhetorical effectiveness, and analysis of syntax and mechanics. Chapter three provides an indepth discussion of the results, and chapter four gives an overview of the writing of 9-year-old, 13-year-old, and 17-year-old students. Chapter five offers some observations about writing in the United States and suggests implications of the results of the assessment for instruction. Appendixes include exercises, documentation, scoring guides, and sample papers; guidelines for syntax and mechanics analysis; group results and exercises evaluated for primary trait and cohesion; error frequencies for good and poor papers and selected groups; and the background questionnaire and group responses to background and attitude questions. (MKM) Primary type of information provided by report: Assessment Instrument (Released Exercises) (Scoring Guides); Results (Exercise Level).

ED 196 044 CS 206 051

Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume III–9-Year-Olds.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-89398-402-7; NAEP-R-10-W-03

Pub Date—Dec 80

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—124p.; For related documents see CS 206 049-051. Not available in paper copy due to small print.

Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln St., Denver, CO 80295 ($5.80)

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement, *Achievement Gains, Black Students, Cohesion (Written Composition), *Educational Assessment, Elementary Secondary Education, Grade 4, Holistic Evaluation, Measurement Techniques, *National Surveys, Sex Differences, Trend Analysis, Urban Education, *Writing (Composition), *Writing Evaluation, Writing Exercises, *Writing Research, Writing Skills

Identifiers—*National Assessment of Educational Progress, Third Writing Assessment (1979)

Results from the third national writing assessment of nine-year-old students conducted in 1979 by the National Assessment of Educational Progress (NAEP) are presented in this volume. Chapter one provides highlights of the results of the test assessment which indicate both decline and improvement on different tasks in the writing performance of nine-year-old students. Chapter two gives an overview of the NAEP assessments, a discussion of the populations assessed, a description of the written exercises, and descriptions of the methods of scoring: holistic, primary trait, analysis of rhetorical effectiveness, and analysis of syntax and mechanics. Chapter three provides an indepth discussion of the results, and chapter four gives an overview of the writing of 9-year-old, 13-year-old, and 17-year-old students. Chapter five offers some observations about writing in the United States and suggests implications of the results of the assessment for instruction. Appendixes include exercises, documentation, scoring guides, and sample papers; guidelines for syntax and mechanics analysis; group results and exercises evaluated for primary trait and cohesion; error frequencies for good and poor papers and selected groups; and the background questionnaire and group responses to background and attitude questions. (MKM) Primary type of information provided by report: Assessment Instrument (Released Exercises) (Scoring Guides); Results (Exercise Level).

ED 210 696 CS 206 673

Mellon, John C.

Sentence-Combining Skills: Results of the Sentence-Combining Exercises in the 1978-79 National Writing Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.—NAEP-R-10-W-65

Pub Date—Dec 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—64p.; Table A-1 may not be legible due to small print.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Assessment, Elementary Secondary Education, Evaluation Methods, National Surveys, *Sentence Combining, *Writing Evaluation, *Writing Instruction, *Writing Research

Identifiers—*National Assessment of Educational Progress, Third Writing Assessment (1979)

This report presents the results of a battery of sentence combining tasks included in the assessment of writing conducted by the National Assessment of Educational Progress in 1978-79. The first section of the report provides background information about the NAEP survey and discusses the procedures used to develop and score the sentence combining tasks. The second section presents the 14 sentence combining tasks that were administered to 9-, 13-, and 17-year-old students across the United States, along with the most acceptable combination, and the percentage of students who produced acceptable responses. The third section offers a break down of the results according to geographical region, sex, race, education level of parents, and type of community. It also relates student performance on the sentence combining tasks to their primary trait or holistic essay scores and to syntactic descriptions of the sentences comprising their essays. The fourth section provides a summary of the results. Appendixes contain frequency rankings of correct papers and descriptions of the writing exercises and scoring procedures. Primary type of information provided by report: Results (Secondary Analyses) (Interpretation). (FL)

(4) Fourth Assessment

(b) Assessment Instrument

ED 222 904 CS 207 231

Writing Objectives, 1983-84 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-89398-404-3; NAEP-R-15-W-10

Pub Date—82

Grant—NIE-G-80-0003

Note—29p.

Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO ($2.50).

Pub Type— Guides - Non-Classroom (055) — Reference Materials - Vocabularies/-Classifications (134)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Assessment, *Educational Objectives, Elementary Secondary Education, Teaching Methods, Writing (Composition), *Writing Instruction, *Writing Processes, *Writing Skills

Identifiers—Fourth Writing Assessment (1984), *National Assessment of Educational Progress

The 1982 writing objectives presented in this booklet were developed in preparation for the fourth assessment of writing conducted by the National Assessment of Educational Progress (NAEP). The objectives are based on the premise that individuals write for a purpose and an audience, and each objective serves as a section of the booklet. The first objective/section discusses the ways that students may undertake personal kinds of writing as a way of improving thinking skills and of learning both subject knowledge and knowledge about themselves. The second objective/section deals with the types of writing students are more likely to do in school or social settings and presents three primary purposes for public writing: informative, persuasive, and literary. The third objective/section reflects a change in focus in writing education from product to process, while the fourth discusses control of such skills as organizing, elaborating, and appropriately using the conventions of writing (usage and mechanics). The fifth objective/section underscores the importance of students' learning why writing is a valuable personal and social activity. The final section is an effort to enhance the utility of the writing objectives by sharing some ideas and suggestions for teaching that have proven useful to others. Appendixes include an outline of the objectives and a listing of the consultants who participated in the development and review process of the objectives. Primary type of information provided by report: Procedures (Objectives Development) (Overview). (HOD)

2. Special Assessments and Probes

a. ADULT READING MINI ASSMT

(b) Assessment Instrument

ED 173 394 TM 009 392
Reading Resource Items for Minimal Competency Testing. A Collection of Reading Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date—Dec 77
Contract—OEC-0-74-0506
Note—53p.; For mathematics items, see TM 009 393
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adults, Content Area Reading, Critical Reading, Difficulty Level, Elementary Secondary Education, Factual Reading, *Functional Reading, *Item Banks, *Minimum Competency Testing, *National Norms, Reading Achievement, *Reading Comprehension, Reading Skills, *Reading Tests, Test Construction, Tests
Identifiers—Adult Reading Mini Assessment (1977), *National Assessment of Educational Progress

A collection of 33 reading items are presented for state and local education agencies to draw upon in designing their own minimal competency tests. These items, developed by the National Assessment of Educational Progress, have been reviewed in terms of their appropriateness for testing competencies required for high school graduation. The items are arranged according to content areas: (1) graphic materials; (2) following written directions; (3) reference materials; (4) gleaning significant facts from passages; (5) main ideas and organization; (6) drawing inferences; and (7) critical reading. Twenty-nine items are presented in a multiple-choice format; four items are open-ended and require hand scoring. The correct response is also given for all items. The age group or groups designated by the reviewers (9-year olds, 13-year olds, 17-year olds, or adults–26-35 years old), and the percentage of students in the nation who responded correctly are indicated for each item. (BH) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

(d) Results

ED 182 690 CS 005 241
Brown, Rexford Bowditch, Deborah
Adult Readers: Will They Need Basics Too?
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—Oct 79
Note—17p.
Available from—National Assessment of Educational Progress, Education Commission of the States, Suite 700, 1860 Lincoln St., Denver, CO 80295 ($1.00)
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, Adults, *Educational Assessment, *Functional Literacy, Functional Reading, Multiple Choice Tests, *Reading Comprehension, Reading Difficulty, *Reading Research, Reading Skills, Reading Tests, *Trend Analysis
Identifiers—Adult Reading Mini Assessment (1977), *National Assessment of Educational Progress

Results of a 1977 assessment of the reading abilities of approximately 1,250 adults (26 to 35 years old) are reported in this paper and are compared with results of a similar assessment made in 1971. After discussing a typical comprehension exercise used in the assessment, the paper presents the materials and multiple choice questions used in assessing respondents' comprehension of four types of practical materials: a classified advertisement, an advertisement from a national magazine, a parking ticket, and a life insurance form. It then presents four exercises involving materials of a more difficult nature: two expository passages, a poem, and a graph. For each of the eight exercises, the paper indicates the percentage of adults responding to each answer and notes changes in those percentages from 1971. Among the major conclusions reported are that there was apparently little change in overall reading ability between 1971 and 1977, that a great many adults may still have difficulty reading passages that call for higher-level comprehension skills (for instance, key percentages of success on six questions with medium- to high-difficulty passages ranged from only 18% to 60%), and that amount of time spent watching television and amount of time spent reading appear to relate to reading performance. (GT) Primary type of information provided by report: Results (Change) (Selective).

c. BASIC LIFE SKILLS MINI ASSMT

(b) Assessment Instrument

ED 139 819 TM 006 305
Guide for an Assessment of Basic Life Skills.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date—May 77
Contract—OEC-0-74-0506
Note—53p.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Development, Citizenship, Comparative Testing, Criterion Referenced Tests, *Daily Living Skills, Educational Assessment, Educational Objectives, *Educational Testing, Grade 11, *Guides, High School Seniors, High School Students, Home Economics, Home Management, Interpersonal Competence, *Item Banks, *Secondary Education, Test Construction, *Test Items
Identifiers—Basic Life Skills Mini Assessment (1977), *National Assessment of Educational Progress

Basic life skill items developed by the National Assessment of Educational Progress (NAEP) to measure the achievement of 17-year-olds in the following areas are presented: (1) personal finance and consumer protection skills; (2) health maintenance skills; (3) interpersonal skills; (4) family responsibility skills; and (5) career development skills. Items in these five areas are distributed throughout six packages. These items were constructed to measure performance on the objectives listed in Appendix B. These assessment items can be part of a pool individual teachers may choose from; they can be used as instructional tools; or they can be part of a classroom-, school- or district-wide assessment. In the Spring of 1978, NAEP will publish nationwide results for these items. These and the results from a school or school district will allow national comparisons. The more closely NAEP procedures are replicated, the more valid will be comparisons with the national results. In addition to presenting the locations of the various items, the following information is also provided: a short general description of the item; a NAEP number useful for referring to NAEP results when they become available; an outline code referring to skill areas; and an answer key. (RC) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Replication).

(c) Procedures

ED 177 170 TM 009 233
Basic Life Skills. Technical Report. Report No. 08-BLS-21.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Pub Date—Apr 79
Contract—OEC-0-74-0506
Note—89p.; Tables, pages 13-40, are marginally legible because of small print
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Basic Skills, Daily Living Skills, Educational Assessment, Educational Objectives, Error of Measurement, Grade 11, Grade 12, High Schools, Item Analysis, *National Competency Tests, National Surveys, Research Reports, Response Style (Tests), *Sampling, Statistical Data, *Test Construction, *Test Results
Identifiers—*Basic Life Skills, Basic Life Skills Mini Assessment (1977), *National Assessment of Educational Progress

The 168 items selected for administration to 7,905 17-year olds in 1976-77, were developed from existing National Assessment items and from existing sets of life/coping skills. Skills designated as basic included: career development; citizenship; community resource utilization; consumer protection; family management; health maintenance; and interpersonal competence. Results are summarized as percentages correct for either the best or most acceptable response to a single-part item, or to a certain combination of parts in a multipart item. Results are also summarized on sets of items related to the various skills. Results are reported by geographic region, sex, and grade. The appendices contain guidelines for writing basic skills items; a description of the stratified, multistage probability sample design and of the jackknife method for standard error estimation; and a discussion of nonresponse adjustments and estimated population proportions of reporting groups. (CP) Primary type of information provided by report: Procedures (Scoring).

(d) Results

ED 167 602 TM 008 392
Basic Life Skills: Results Manual. Package Nos. 12 through 17.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date—Apr 78
Contract—OEC-0-74-0506
Note—362p.; For related document, see ED 139 819 ; Not available in hard copy due to poor reproducibility
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Results Manual only, Stock Number 017-080-01846-2, $1.-60)
Pub Type— Numerical/Quantitative Data (110) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Basic Skills, Career Development, Consumer Protection, Daily Living Skills, *Educational Assessment, Grade 11, *Grade 12, Health Education, High Schools, High School Students, Home Management, Interpersonal Competence, *National Competency Tests, National Surveys, Tables (Data), Test Results, Tests
Identifiers—Basic Life Skills Mini Assessment (1977), *National Assessment of Educational Progress

This test manual presents the full results of the National Assessment of Educational Progress (NAEP) survey of 1,300 17-year-old students on performance in five major basic life skills: (1) personal finance and consumer protection; (2) health maintenance; (3) interpersonal competence; (4) family responsibility; and (5) career development. In addition, some items measure citizenship and community resources. Mathematics, reading, and writing skills were excluded, since separate assessments are devoted to them. Tables display the survey results nationally, by region, and by sex; results for 17-year-olds in grade 11 are displayed separately. The first row contains the NAEP exercise number, the exercise part, and the correct response label (key). Row 2 contains the percentage of correct responses. Row 3 shows the standard error of the percentage. Adjustments have been made for low response rates in the latter half of each of the six test booklets. The six test booklets and corresponding answer sheets are also included. They can be used as discrete exercises for local assessment or as a controlled replication of the NAEP survey. If replication is the intent, reference to the Results Manual is essential. (CP) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

d. CONSUMER SKILLS MINI ASSMT

(b) Assessment Instrument

ED 163 182 CE 018 184

Consumer Skills Items. A Collection of Consumer Skills Items for State and Local Education Agencies to Draw upon in Custom-Building Their Own Consumer Skills Instruments.

Education Commission of the States, Denver, Colo.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—Aug 78

Contract—OEC-0-74-0506

Note—239p.; For a related document see CE 018 181

Pub Type— Tests/Questionnaires (160)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Behavior Development, Citizenship Responsibility, Consumer Economics, *Consumer Education, Consumer Protection, Contracts, Decision Making, *Educational Assessment, Energy Conservation, Mathematics, Money Management, Publicize, Purchasing, Secondary Education, *Skill Development, Test Items

Identifiers—Consumer Skills Mini Assessment (1978), *National Assessment of Educational Progress

This is a collection of consumer skills items for state and local education agencies to draw upon in composing consumer skills instruments. It provides items to assess seventeen-year-olds' consumer skills. The booklet contains items classified under eight major topics: behavior, contracts, economics, energy, finances, mathematics, projection, and purchases. Items classified as miscellaneous make up a ninth topic, and background questions constitute a tenth topic. There are also subtopics. For example, subtopics under behavior include advertising, decision making, and shopping. All items are assigned numbers which refer to the topic and subtopic. Most items are multiple choice. The directions for answering the exercises and two exercise examples are included. (The answer key is found in the guidebook, CE 018 181.) (CSS) Primary type of information provided by report: Assessment Instrument (Released Exercises).

(c) Procedures

ED 155 116 SO 010 948

National Assessment's Consumer Skills Assessments.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Feb 78

Note—11p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Consumer Economics, Consumer Protection, Economics Education, *Educational Assessment, High School Students, Measurement Techniques, Money Management, National Surveys, Program Design, *Research Problems, Secondary Education, *Skills, Student Evaluation, *Test Construction

Identifiers—Consumer Skills Mini Assessment (1978), *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) encountered problems when developing a comprehensive assessment of consumer skills of 17-year-olds in 1978. When NAEP conducted a nationwide assessment of basic life skills of 17-year-olds in 1977, there was considerable interest in the consumer skills portion. Therefore, it was decided to prepare a comprehensive assessment program of skills in areas of personal finance, consumer protection, consumer behavior, economics, and energy. However, because this topic had not been part of the regular assessment schedule, funds and time were limited. A set of consumer objectives prepared by the Duval County Public School System in Jacksonville, Florida was used as a guideline in developing the assessment. Problems encountered during this stage included translation of the Florida curriculum objectives into measurement objectives, and unfamiliarity with developing paper-and-pencil instruments in areas of consumer behavior and economics. During the item reviews, questions were raised about content. Reviewers had difficulty agreeing on whether the items should merely test each student's knowledge of his own behavior, or test knowledge of group and industrial behavior. In solving the problems, efforts were made to simplify language and relate important concepts to particular consumer problems. Plans for administration of the assessment in the spring of 1978 and dissemination of results are also described. (AV) Primary type of information provided by report: Procedures (Exercise Development) (Objectives Development).

ED 163 181 CE 018 181

Guide to an Assessment of Consumer Skills.

Education Commission of the States, Denver, Colo.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—Aug 78

Contract—OEC-0-74-0506

Note—33p.; Not available in hard copy due to small print. For a related document see CE 018 184

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Answer Keys, Behavior Development, Consumer Economics, *Consumer Education, Consumer Protection, Contracts, *Educational Assessment, Energy Conservation, Guides, Mathematics, Money Management, Purchasing, Secondary Education, *Skill Development

Identifiers—Consumer Skills Mini Assessment (1978), *National Assessment of Educational Progress

This guide is intended to assist those interested in developing and/or assessing consumer skills. It is an accompanyment to a separate collection of survey items (mostly in a multiple choice format) designed to assess seventeen-year-olds' consumer skills. It is suggested that the items can be used as part of an item pool, as an instructional tool, or as an assessment device. The consumer skills items are classified under eight major topics, each of which is divided into subtopics. The major topics are behavior, contracts, economics, energy, finances, mathematics, protection, and purchases. Behavior, for example, is divided into three subtopics: advertising, decision making, and shopping. Items classified as miscellaneous make up a ninth topic, and background questions constitute a tenth topic. All items are assigned numbers which refer to the topic/subtopic. Procedures used in assessing consumer skills are described. Appendix A lists the assessment developers and reviewers, and appendix B lists the items, topic classifications, answer keys, and timing information. (This guide is designed to accompany "Consumer Skills Items," CE 018 184.) (CSS) Primary type of information provided by report: Procedures (Replication).

(d) Results

ED 174 801 CE 022 348

Teenage Consumers: A Profile. Results of the 1978 National Assessment of Consumer Skills and Attitudes.

Education Commission of the States, Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-09-CN-01

Pub Date—Jun 79

Contract—OEC-0-74-0506

Note—78p.

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adolescents, Banking, Budgeting, *Consumer Economics, Consumer Protection, Credit (Finance), Demography, Economics, *Educational Assessment, Energy Conservation, Insurance, Investment, Money Management, *National Surveys, Research Reports, *Skills, Student Attitudes, *Surveys, Tables (Data), Taxes

Identifiers—Consumer Skills Mini Assessment (1978), *National Assessment of Educational Progress, Seventeen Year Olds

This document reports some of the findings of a national assessment of seventeen-year-olds on consumer knowledge, skills, and attitudes. An introduction describes the development of the survey, the probability sample, the administration of the assessment, and the format for reporting the results. Chapter 1 of five chapters summarizes the responses on the topic of "the informed citizen." (This topic involved questions about the national economic system, various protective and regulatory organizations and agencies, and the energy problem.) Chapter 2 summarizes the responses on the topic of "the consumer as earner and investor." (This topic involved questions about credit, banking, budgeting, insurance, investments, and taxes.) Chapter 3 summarizes the responses on the topic of "the consumer as purchaser." (This topic involved questions about advertising, decision making, shopping, contracts, and purchasing services and goods.) The data in chapters 1-3 are estimates of the percentages of individuals in the total sample group who could answer specific exercises correctly. Chapter 4 presents performance results for selected groups of students. These selected groups are defined by age, region of country, sex, race, size of community, level of parental education, grade level in school, modal grade by region, and modal grade by sex.) Finally, chapter 5 contains a summary of the views of six experts about the implications of the results of the consumer skills assessment. Some remarks by these individuals are dispersed throughout the report as they pertain to particular exercises. (BM) Primary type of information provided by report: Results (Selective).

ED 197 137 CE 027 758

Consumer Skills: Results Manual.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-89398-457-4; NAEP-09-CSK-03

Pub Date—Jun 79

Contract—OEC-0-74-0506

Note—88p.; For related documents see ED 163 181-182.

Available from—Education Commission of the States, Suite 700, 1860 Lincoln St., Denver, CO 80295 ($7.60).

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adolescents, Consumer Economics, *Consumer Education, Consumer Protection, Data, Mathematics, Money Management, National Surveys, Secondary Education, *Skill Development, *Student Evaluation, Tables (Data)

Identifiers—Consumer Skills, Consumer Skills Kit (NAEP), Consumer Skills Mini Assessment (1978), National Assessment of Educational Progress

This results manual is the third part of the Consumer Skills Kit which also includes a set of items and a guide (see note). Data from surveys conducted by the National Assessment of Educational Progress (NAEP) to investigate seventeen-year-old students' consumer skills is provided. The manual presents national results for seventeen-year-old students, for seventeen-year-old students by sex, for seventeen-year-olds in the eleventh grade, and for seventeen-year-old eleventh graders by sex. In the data tables each item is identified by a unique NAEP identification number found on each printed exercise in the Consumer Skills Kit. Estimated percentages of correct responses for these single items are provided, except in cases such as attitudinal items, for which correct responses were not defined. Percentages for each response alternative are then given. For open-ended items the percentages of those responsing in "correct" or "acceptable" categories are listed. (YLB) Primary type of information provided by report: Results (Exercise Level).

e. ENERGY KNOWLEDGE ATTIT. MINI ASSMT

(d) Results

ED 166 017 SE 025 464
Holmes, Barbara
Energy: Knowledge and Attitudes, A National Assessment of Energy Awareness Among Young Adults.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-08-E-01
Pub Date—Dec 78
Contract—OEC-0-74-0506
Note—59p.
Available from—National Assessment of Educational Progress, 1860 Lincoln Street, Suite 700, Denver, Colorado 80295 ($3.75)
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adults, *Attitudes, Energy, *Energy Conservation, Environmental Education, *Knowledge Level, Measurement Instruments, *National Surveys, Research, Surveys, Tables (Data), Young Adults
Identifiers—Energy Knowledge Attitudes Mini Assessment (1977), *National Assessment of Educational Progress

This is a national assessment of energy awareness among young adults. A national probability sample of young adults, ages 26 to 35, was drawn and stratified by region and community size. Approximately 1,300 persons responded to each of the 76 attitudinal and 70 knowledge questions administered by trained energy assessment interviewers. Besides the standard demographic information, each participant was asked to respond to the energy assessment items in the appropriate booklet. The discussion centers upon national results. Group results are also presented according to race, sex, total household income, family size, education, etc. The first two chapters present the results while the third chapter presents the analysis of these results. (MR) Primary type of information provided by report: Results (National).

f. FUNCTIONAL LITERACY MINI ASSMT

(c) Procedures

ED 134 951 CS 003 208

Gadway, Charles J. Wilson, H. A.

A Handbook of the Mini-Assessment of Functional Literacy–1974 and 1975; Functional Literacy Basic Reading Performance.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date—76

Note—23p.; See related documents CS 003 211, ED 112 350, ED 112 389

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Criterion Referenced Tests, Functional Literacy, *Functional Reading, *Literacy, *National Competency Tests, National Surveys, Reading Ability, *Reading Achievement, Reading Comprehension, *Reading Research, Reading Tests, Secondary Education

Identifiers—*Functional Literacy Mini Assessment (1975), *National Assessment of Educational Progress

This handbook is designed to give background information on the Mini-Assessment of Functional Literacy, a criterion-referenced test designed to determine the extent of functional literacy among seventeen year olds in America. The five format categories identified for the test were passages; drawings, pictures, signs, etc.; charts, maps, graphs; forms; and reference materials. The five behavior categories selected for the test items were understanding word meanings, gleaning significant facts, comprehending main ideas and organization, drawing inferences, and reading critically. Three standards for comparison are explained: desired level of performance, highest expected level of performance, and minimally adequate performance. The discussion of the methods of describing the data is designed to give the reader of the reports of the Mini-Assessment of Functional Literacy a clearer understanding of the information the data does, or does not, provide. (MKM) Primary type of information provided by report: Procedures (Overview).

ED 192 259 CS 005 629

Mead, Nancy A. And Others

Contributions of the National Assessment to Understanding the Problems of Literacy. No. 08-FL-50.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Jun 79

Note—19p.; Paper presented at the Functional Literacy Conference (Bloomington, IN, June 1979).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Literacy, Adults, Elementary Secondary Education, *Functional Literacy, *Literacy, *Longitudinal Studies, *National Competency Tests, *National Surveys, *Tests

Identifiers—Functional Literacy Mini Assessment (1975), *National Assessment of Educational Progress

The position that the National Assessment of Educational Progress (NAEP) provides a data base that is compatible with various definitions of literacy and standards of competencies and can make a contribution to our understanding of the complex and controversial problem of literacy is supported in this paper. The paper notes that since the NAEP has surveyed a national sample of four age groups over a period of years since 1971, it is well suited for looking at a broad sample and providing longitudinal information. Other advantages of the NAEP for studying literacy that are cited are its comprehensiveness across many areas of study and functional skills, its breadth within single content areas, its covering of affective and background variables as well as achievement, and its ability to respond to new emphases, such as the proposed 1979-80 reading and literature assessment that has new exercises emphasizing comprehension of various kinds of texts. The use of the NAEP data base for the assessment of functional literacy conducted by NAEP in 1974 and 1975 for the National Right to Read program is discussed as an example of the use of the NAEP data base. (MKM) Primary type of information provided by report: Procedures (Conceptual).

(d) Results

ED 112 350 CS 002 134

Wilson, H. A.

Functional Literacy: Basic Reading Performance. An Assessment of In-School 17-Year-Olds in 1974. Technical Summary.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date—75

Note—32p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Criterion Referenced Tests, Critical Reading, *Functional Literacy, *Functional Reading, *Reading Comprehension, *Reading Tests, Secondary Education

Identifiers—Functional Literacy Mini Assessment (1975), National Assessment of Educational Progress, Right to Read

The functional literacy of various groups of 17-year-old students was assessed to discover whether the reading skills which are usually taught in the schools are adequate for functioning in everyday life. Eighty-six test exercises were classified according to the various formats of reading materials they represent and according to the types of behaviors they elicit. The highest expected level of performance was determined by the achievement level obtained by a group of superior readers on a standardized reading test. All groups performed highest on drawings, pictures, signs, and labels and second highest on charts, maps, and graphs. Most groups performed third highest on passages, fourth highest on forms, and least well on reference materials. Comparison of the results of this test given in 1973-74 with a truncated version given to 17-year-olds in 1970-71 showed all groups gained in functional reading skills. Three exercise parts consisting of questions about an insurance policy statement, a traffic ticket, and an application form were answered well by no group, including the superior readers, which raises the question of further defining functional reading. (MKM) Primary type of information provided by report: Results (Technical Summary).

ED 112 389 CS 002 176

Functional Literacy–Basic Reading Performance; An Assessment of In-School 17-Year-Olds in 1974. Press Summary.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date—75

Note—20p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Functional Literacy, *Literacy, *Reading Achievement, Reading Research, *Reading Skills, Secondary Education, *Socioeconomic Influences

Identifiers—Functional Literacy Mini Assessment (1975), *National Assessment of Educational Progress, Right to Read

In 1974, the National Right to Read Effort asked that the National Assessment of Educational Progress (NAEP) conduct a Mini-Assessment of Functional Literacy (MAFL) in conjunction with its regular assessment of ten learning areas usually taught in school. The first MAFL was administered to 5,200 17-year-olds statistically selected to represent the entire population of in-school 17-year-olds in America. These students were asked to answer questions and complete basic everyday reading tasks which had been selected by a panel of reading specialists appointed by Right to Read. All groups gained in functional reading skills measured by the 64 exercises which were used both in the regular NAEP reading assessment in 1971 and in the MAFL in 1974. (Summary figures are included which list percentages of response for categorical groups tested–superior reader, region, national, sex, race, parental education, and community). (LL) Primary type of information provided by report: Results (Summary).

ED 128 766 CS 002 929

Oldefendt, Susan J.

Highlights and Trends from National Assessment: Changes in Reading Achievement, 1970-1975.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—76

Note—17p.; Report presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, Educational Testing, Elementary Secondary Education, Measurement, *National Competency Tests, *Reading, Reading Ability, *Reading Achievement, Reading Tests, *Test Results

Identifiers—*National Assessment of Educational Progress

During 1970 and 1971, the National Assessment of Educational Progress (NAEP) conducted its first assessment of reading, measuring the achievement of specific reading objectives by individuals aged 9, 13, 17, and 26-35. In 1974, the Right to Read Effort directed that a Mini-Assessment of Functional Literacy (MAFL) be conducted to determine basic functional reading abilities of selected 17 year olds still in school. This document is a compilation of the results of the first NAEP reading assessment and the change-in-achievement results for the MAFL in-school assessment of 17 year olds. Background information and results for both tests are discussed, with tables of findings illustrating the text. (JM) Primary type of information provided by report: Results (Change) (Overview).

ED 133 704 CS 003 145

Gadway, Charles J. Wilson, H. A.

Functional Literacy: Basic Reading Performance; A Brief Summary and Highlights of an Assessment of 17-Year-Old Students in 1974 and 1975.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date—76

Note—74p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Functional Literacy, Geographic Regions, Literacy, National Competency Tests, *National Surveys, Parent Education, *Reading Achievement, *Reading Research, Secondary Education, Sex Differences, Socioeconomic Influences

Identifiers—Functional Literacy Mini Assessment (1975), *National Assessment of Educational Progress, *Right to Read

To obtain evidence on the status of and changes in functional literacy, the National Right-to-Read Effort funded mini-assessments of the functional literacy of 17-year-olds in 1974 and 1975. The exercises were selected by a panel of reading specialists, based on the criteria that the exercises represent the types of reading materials encountered in everyday life and that all 17-year-old students should be able to answer them correctly. Desired performance level, highest expected performance, and minimally adequate performance were specified for the assessment. This report summarizes the findings relative to each of these performance standards in the original National Assessment reading study (1971) and the 1974 and 1975 follow-up studies. Results are given separately by region, sex, size and type of community, and parents' educational levels. (AA) Primary type of information provided by report: Results (Change) (Summary).

ED 134 954 CS 003 211

Wilson, H. A.

Statistical/Documentary Report, 1974 and 1975 Assessments of 17-Year-Old Students, Summary Volume; Functional Literacy Basic Reading Performance.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date—76

Note—94p.; See related documents CS003208, ED112350, ED112389

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Criterion Referenced Tests, Functional Literacy, *Functional Reading, *Literacy, *National Competency Tests, National Surveys, Reading Ability, *Reading Achievement, *Reading Research, Reading Tests, Secondary Education

Identifiers—*Functional Literacy Mini Assessment (1975), *National Assessment of Educational Progress

This document provides statistical data on the 1974 and 1975 Mini-Assessment of Functional Literacy, which was designed to determine the extent of functional literacy among seventeen year olds in America. Also presented are data from comparable test items from the 1971 assessment. Three standards are presented, to allow different methods of evaluating the results of the assessment, which contained exercises selected to represent the types of reading materials encountered frequently in everyday life. The desired performance level was set at 100% of all exercises, the highest level of performance expected was designated, and the minimally adequate performance level was set at successful completion of 75% of the exercises. Highlights of the assessment include three exercises in which the students' performance declined markedly (a passage on Colorado mountains, a report card, and a sign on horsepower) and four exercises in which students improved markedly (two help-wanted ads and two coupons). Three exercises in which performance was consistently low were an insurance policy statement, a book-club application, and a traffic ticket. In 1975, over 87% of the students answered 75% of the items correctly. (MKM) Primary type of information provided by report: Results (Technical Summary).

g. HEALTH AWARENESS MINI ASSMT

(d) Results

ED 160 604 SP 013 191
Checkup: A National Assessment of Health Awareness Among 17-Year-Olds and Young Adults. Report No. 08-H-01.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-08-H-01
Pub Date—Sep 78
Contract—OEC-0-74-0506
Note—61p.; Report prepared by the National Assessment of Educational Progress; Exhibits marginally legible due to small type
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.40; Stock #017-080-01912-4)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Accident Prevention, *Adolescents, Diseases, Drug Abuse, First Aid, *Health Services, *Knowledge Level, Nutrition, *Physical Health, Sexuality, *Surveys, *Young Adults
Identifiers—Health Awareness Mini Assessment (1977), *National Assessment of Educational Progress

Questions relating to knowledge of basic health concerns were the foundation of a survey of two groups of individuals: 17-year-old school students and adults between the ages of 26 and 35. The questions were grouped into two general categories–accident prevention and emergency care skills, and good health practices. Each of these topics contained subsets on pertinent facts selected as important for a sound knowledge base on health. For data analysis purposes, respondents were divided into the following groups: (1) sex; (2) race; (3) geographic region; (4) grade level in school; (5) health-related job experience; (6) health-related formal education; (7) total household income; and (8) size of community. Results of the survey are presented in the form of graphs dealing with each subset. Short summaries of important findings are highlighted in italics at the beginning of chapters or sections. (JD) Primary type of information provided by report: Results (Selective).

h. MATH MINI ASSMT

(b) Assessment Instrument

ED 173 395 TM 009 393
Math Resource Items for Minimal Competency Testing. A Collection of Math Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date—Dec 77
Contract—OEC-0-74-0506
Note—60p.; For reading items, see TM 009 392
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Achievement Tests, Adults, Algebra, Computation, Data Analysis, Difficulty Level, *Elementary School Mathematics, Elementary Secondary Education, Geometry, *Item Banks, *Mathematical Applications, Mathematical Concepts, Mathematical Formulas, *Minimum Competency Testing, *National Norms, Number Concepts, Probability, *Secondary School Mathematics, Test Construction, Tests
Identifiers—Mathematics Mini Assessment (1976), *National Assessment of Educational Progress

A collection of 96 mathematics items are presented for state and local education agencies to draw upon in designing their own minimal competency tests. These items, part of the National Assessment of Educational Progress, have been reviewed in terms of their appropriateness for a minimal competency test for high school graduation. The items are arranged according to content areas: (1) number and numeration concepts; (2) properties of numbers and operations; (3) arithmetic computation; (4) estimation and measurement; (5) algebraic expressions; (6) probability and statistics; (7) geometry; (8) business and consumer mathematics; and (9) methods of presenting data. Sixty-four items are presented in a multiple choice format; 32 items are open-ended and require hand scoring. The correct response is also given for all items. The age group or groups designated by the reviewers (9 year olds, 13 year olds, 17 year olds, or adults-26-35 years old), and the percentage of students in the nation who responded correctly are indicated for each item. (BH) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

ED 183 388 SE 030 134
Selected Supplemental Mathematics Exercises. National Assessment of Educational Progress.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—Oct 77
Note—199p.
Pub Type— Tests/Questionnaires (160) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Computation, Definitions, *Educational Assessment, Elementary Secondary Education, Geometry, Graphs, Mathematical Concepts, *Mathematics Education, Measurement, Number Concepts, *Problem Sets, Problem Solving, Statistics, Tables (Data), Test Construction, *Test Items
Identifiers—Mathematics Mini Assessment (1976), *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) administered the selected supplemental mathematics exercises to 13-year-old students during October and November 1975 and to 17-year-old students during March and April 1976. This assessment represents a specially modified supplement to 1972-73 full-scale mathematics assessment and was designed to determine whether 13- and 17-year-old students can successfully cope with basic computations, operations, simple graphs and charts, symbols, situation (word) problems, etc. Of the 88 exercise parts administered to 13-year-olds, 61 have been released; and of the 83 exercise parts administered to 17-year-old students, 65 have been released. Only the released exercises are presented in this volume. Each released exercise or exercise part is accompanied by a documentation page that identifies the exercise content and objective and its National Assessment identification number. The documentation page also gives the exercise release number and various administrative information. The data table at the bottom of each documentation page or on the following page presents the 1975-76 results for the correct answer to the exercise part shown in this volume. (Author/MK) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

1. COD MINI ASSMT

(d) Results

ED 219 388 TM 810 887

The Relationship Between Youth Employment Experience and Performance on an Assessment of Career and Occupational Items.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Department of Labor, Washington, D.C.; National Center for Education Statistics (ED), Washington, DC.; National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—1,124p.; Appendices (Pages 41-580) marginally legible due to small print.

Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 300, Denver, CO 80295

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Awareness, *Career Development, Dropout Characteristics, *Educational Assessment, Employment Patterns, *National Surveys, Racial Differences, Reading Achievement, Regional Characteristics, Rural Urban Differences, Secondary Education, Test Items, *Test Results, Work Attitudes

Identifiers—Career Occup Develop Mini Assess (1980), *National Assessment of Educational Progress

A special study pertaining to the career and occupational development knowledge of 17-year-olds, both in and out of school, was conducted for the Department of Labor by the National Assessment of Educational Progress. For the 49 cognitive items measured, performance percentages were up on two items, about the same as in previous assessments on 18 items, and down on 29. For the eight experiential items being reassessed, performance was about the same on five items and was down on the other three. Performance on attitudinal items increased on four, remained stable on ten, and declined on four. Results are reported for various subgroups of interest, such as: regions, the sexes, racial/ethnic groups, different types of communities, reading achievement quartiles, and several work experience categories. Respondents who reported being employed on a regular, occasional or part-time basis did significantly better on the job-knowledge items than the nation as a whole, while unemployed teens or full-time workers were below the nation. The report also provides group results for each individual item assessed, and gives changes in performance percentages from previous assessments. Primary type of information provided by this report: Results (Special Analyses) (Selective). (Author/BW)

3. NAEP Publications Not Related to Specific Single Assessment

a. METHODOLOGICAL PUBLICATIONS

ED 067 402 TM 001 797
Finley, Carmen J. Berdie, Frances S.
The National Assessment Approach to Exercise Development.
National Assessment of Educational Progress, Ann Arbor, Mich.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date—70
Grant—OEG-0-9-08771-2468(508)
Note—143p.
Available from—National Assessment Staff Offices, Room 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Mich. 48105 (Single copy $3.00; orders of $10 or more, 20 percent discount)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Academic Achievement, Educational History, Educational Testing, *Evaluation Methods, Group Testing, *Measurement Instruments, *National Competency Tests, *Standardized Tests, *Test Construction
Identifiers—*National Assessment of Educational Progress

The history of the development of National Assessment exercises from the project's inception in 1964 to the present is provided in this monograph. The chapter titles are as follows: I. Introduction; II. Rationale and Criteria for Writing Exercises for National Assessment; III. Initial Reviews; IV. Initial Studies; V. Subject Matter Reviews; VI. Other Studies; VII. Final Reviews and Selection; and VIII. New Directions in Exercise Development. A glossary and references are included. (For related documents, see TM 001 793 and TM 001 789.) (DB) Primary type of information provided by report: Procedures (Exercise Development).

ED 070 140 EA 004 637
Womer, Frank B. Lehmann, Irvin J.
ECS Assessment Workshop for State Department Personnel. Final Report: Part I. Six-Month Evaluation. Final Report: Part II.
Education Commission of the States, Denver, Colo.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.—BR-1-0711
Pub Date—Sep 71
Grant—OEG-0-71-4554
Note—72p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Accountability, Educational Administration, *Educational Objectives, Educational Planning, Educational Programs, *Evaluation Methods, *Evaluation Needs, Program Evaluation, State Departments of Education, State Officials, *Statewide Planning, Workshops
Identifiers—*Assessment, National Assessment of Educational Progress

The National Assessment of Educational Progress was used as the primary model in a multistate workshop on the assessment of educational programs. One day each was devoted to the development of objectives, exercise development, sampling, administration and scoring, data analysis, and reporting and dissemination. This document concerns itself primarily with the organization and the evaluation of the workshop. The appendix provides an outline of the Colorado Assessment Program and educational assessment plans for nine other States. The results of a 6-month followup evaluation to determine the workshop's influence on State assessment plans are included. (Author/DN) Primary type of information provided by report: Procedures (Training).

ED 072 421 CS 000 367
Gadway, Charles J., Ed.
Reading and Literature: General Information Yearbook.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-GIY
Pub Date—May 72
Note—96p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Data Analysis, *Evaluation Methods, *Literature, Measurement, *Measurement Objectives, *Reading, Testing
Identifiers—*National Assessment of Educational Progress

This report is the first volume of a projected series of "General Information Yearbooks" to be updated and published annually by the National Assessment of Educational Progress and is designed to aid the readers of the National Assessment's reports to understand the philosophies and goals of the project, its methods for developing objectives and exercises, and its techniques for collecting, processing, and describing data. This yearbook is oriented toward the reading and literature subject areas and the procedures and techniques relevant to the assessment year 1970-71. (Author/TO) Primary type of information provided by report: Procedures (Overview).

ED 081 842 TM 003 203
Wilson, H. A.
A Humanistic Approach to Criterion Referenced Testing.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—18 Sep 72
Note—21p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, *Criterion Referenced Tests, Educational Objectives, *Educational Philosophy, Humanism, Item Sampling, Literature Reviews, Standardized Tests, *Test Construction, Test Validity
Identifiers—*National Assessment of Educational Progress

Test construction is not the strictly logical process that we might wish it to be. This is particularly true in a large on-going project such as the National Assessment of Educational Progress (NAEP). Most of the really deep questions can only be answered by the exercise of well-informed human judgment. Criterion-referenced testing is still a term in search of definition. It has been suggested that NAEL's exercises might be more properly called "objective referenced" tests. That is a reasonable title for our efforts since we are attempting to assess the degree of achievement of stated goals without reference to a predetermined level or criterion. Whatever the appropriate title may be, we share the concerns of all workers in the field with the same basic questions. But until satisfactory scientific solutions have been found, we, like the rest of education, must rely on the best human judgment available. (Author) Primary type of information provided by report: Procedures (Exercise Development).

ED 099 416 TM 004 079
Moore, R. Paul And Others
The National Assessment Approach to Sampling.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Pub Date—74
Note—208p.
Available from—National Assessment of Educational Progress, 700 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($4.00)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Community Size, Data Collection, *Educational Assessment, Family (Sociological Unit), Geographic Regions, *National Surveys, Research Design, *Sampling, Schools, Socioeconomic Status
Identifiers—*National Assessment of Educational Progress

The sampling designs and procedures used by the National Assessment of Educational Progress in its second year assessment activities are documented. The report is organized in three parts. Project objectives and other background information are discussed in the first section. The details of the second year school and household samples are discussed in the second and third parts, respectively. Parts 2 and 3 each contain a general description, discussions of each stage of the design, selected response data, and a discussion of the estimation procedures. (Author/EH) Primary type of information provided by report: Procedures (Sampling).

ED 102 235 UD 014 703
National Assessment of Educational Progress. General Information Yearbook.
Education Commission of the States, Denver, Colo.
Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-03-04-GIY
Pub Date—Dec 74
Note—56p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.20)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, Age Differences, *Annual Reports, Geographic Distribution, Longitudinal Studies, Mathematics Education, Music Education, *National Surveys, Research Methodology, Science Education, Sex Differences, Social Studies, *Statistical Analysis, *Yearbooks
Identifiers—*National Assessment of Educational Progress

This, the second General Information Yearbook, is designed to assist the reader in understanding Assessment findings. Report 03/04-GIY relates especially to the learning areas assessed during the third and fourth years of the project: social studies, music, mathematics, and science. It presents an overview of National Assessment, describing its purpose, history, and methodology, and then goes on to devote a chapter to each of the major steps in the intricate research/dissemination process. The chapters are organized to tell how the assessment is carried out and subsequently how its data are reported and used. National Assessment's (NAEP) principal objective is to assess the changes over time in educational achievement of four age groups in the U.S. In addition to the national results for each age group, results are reported within each age level for certain major subpopulations, such as geographic region and sex. To do so, NAEP had developed two baseline measures: (1) an estimate of the percentage of persons in each of the populations who gave a certain response to a specific exercise, and (2) an estimate of the difference between the performance of a subpopulation and the performance of the total age population. Measures of change will reflect comparisons of these statistics over time. (Author/JM) Primary type of information provided by report: Procedures (Overview).

ED 107 710 TM 004 537
Womer, Frank B. Lehmann, Irvin J.
1973 Assessment Workshops: Final Report.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; Office of Education (DHEW), Washington, D.C.
Pub Date—15 Aug 73
Grant—OEG-0-9-08771-2468
Note—59p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Accountability, Educational Administration, *Educational Assessment, Educational Needs, *Participant Satisfaction, Program Evaluation, *State Departments of Education, State Programs, Surveys, *Workshops
Identifiers—*National Assessment of Educational Progress

Three 3-day assessment workshops were held in Boulder, Colorado from June 19-29, for personnel in the assessment field from state departments of education. Seventy-six participants from 35 states, Puerto Rico, the Virgin Islands and the District of Columbia attended. Two of the three workshops concentrated on National Assessment as one model for large-scale assessments. Presentations were made by National staff members. The third workshop was held between the other two. The program for this workshop concentrated on seven different state assessments, a short up-dating on National Assessment, and small group discussion sessions. Presentations were made by state directors of assessment, contractors representatives, and selected National Assessment staff. Evaluations of the workshops were quite positive. In all three workshops over 90 percent of the responses indicated a desire to attend a follow-up workshop in 1974. Most questions elicited very favorable reactions. The major suggestions for improvement were for more discussion time and better speakers. The things liked best were the opportunity to interact with other assessment persons and to hear about other programs. (Author/DEP) Primary type of information provided by report: Procedures (Training).

ED 107 720 TM 004 577
Sauls, Judith M. Larson, Robert C.
Exploring National Assessment Data Using Singular Value Decomposition.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—[Apr 75]
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Age Differences, Community Characteristics, Demography, *Educational Assessment, Geographic Regions, *Matrices, Measurement Techniques, *National Surveys, Orthogonal Rotation, Parent Education, *Performance Factors, Probability, Race, Sex Differences, Testing
Identifiers—*National Assessment of Educational Progress, Singular Value Decomposition

National data was obtained from 9-year-old, 13-year-old, 17-year-old, and 26 through 35-year-old populations in order to determine academic achievement in nine subject areas. For each age population, group data was calculated and reported by region, sex, color, parents' educational level, and size and type of community. The application of singular value decomposition of nonsquare matrices to this data is described and its relationship to principal components analysis and its data reduction value is explained. Exploratory analyses are being conducted to determine if the same bases occur across age levels, across time from one assessment to its reassessment, and across subject areas. Emphasis will remain on trying to relate the characteristics of exercises to major differences in performance through the use of orthogonal components. (Author/BJG) Primary type of information provided by report: Procedures (Analysis).

ED 110 494 TM 004 767
Phillips, Donald L. And Others
Stability of Nominal Categories Over Readers, Over Time.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—[Mar 75]
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Analysis of Variance, Elementary Secondary Education, *Essay Tests, *Reliability, *Scoring, Test Bias, *Testing Problems, Test Results, Time
Identifiers—*National Assessment of Educational Progress

The consistency across time and readers of the scoring of National Assessment of Educational Progress (NAEP) open-ended exercises was examined. The procedure studied is a nominal categorical scoring. Ten readers independently read 28 sample responses to each of 12 open-ended exercises at three different times. All ten readers agreed on their assignment on about 75 percent of the sample responses. About 89 percent of the time a reader agreed on the category assignment from one reading to another. (Author) Primary type of information provided by report: Procedures (Scoring).

ED 121 824 TM 005 255
Sherman, Susan W.
Multiple Choice Test Bias Uncovered by Use of an "I Don't Know" Alternative.
Pub Date—[Apr 76]
Note—29p.; Paper presented at the Annual

Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, *Comparative Analysis, Groups, Guessing (Tests), *Individual Differences, Mathematical Models, *Multiple Choice Tests, National Surveys, Parent Background, Racial Differences, *Response Style (Tests), Rural Urban Differences, Sex Differences, *Test Bias

Identifiers—*I Dont Know Response Option (Tests), National Assessment of Educational Progress

The multiple-choice science exercises used by the National Assessment of Educational Progress include an "I Don't Know" (IDK) alternative to estimate more accurately knowledge of groups of respondents. Group percentages of IDK responses were examined and compared with correct responses to see if the IDK introduces bias. Variance common to IDK and correct responses was reasoned to reflect bias related in part to personality variables. Residuals from a regression analysis predicting correct response from IDK response percentages were analyzed as modified correct response effects. The modification generally reduces differences among groups and smoothes trends across the four age levels. (Author) Primary type of information provided by report: Procedures (Packaging) (Scoring).

ED 124 589 TM 005 347

Burton, Nancy W. And Others

The Effect of Position and Format on the Difficulty of Assessment Exercises.

Pub Date—[Apr 76]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Difficulty Level, Educational Assessment, Guessing (Tests), *Multiple Choice Tests, National Surveys, *Responses, *Response Style (Tests), Statistical Analysis, Test Bias, Test Format, Testing Problems

Identifiers—*I Dont Know Response Option (Tests), National Assessment of Educational Progress

Assessment exercises (items) in three different formats-multiple-choice with an "I don't know" (IDK) option, multiple-choice without the IDK, and open-ended-were placed at the beginning, middle and end of 45-minute assessment packages (instruments). A balanced incomplete blocks analysis of variance was computed to determine the biasing effects of position or format on the national percent correct. Format was found to create a bias, but position did not, except for 9-year-old respondents. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development).

ED 127 376 TM 005 555

Minimal Competency Measurement Conference: Summary Report.

Pub Date—[Mar 76]

Note—74p.; Proceedings of the Minimal Competency Measurement Conference (Denver, Colorado, March 11-12, 1976)

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Standards, Agency Role, Basic Skills, Competency Based Education, *Conference Reports, Educational Legislation, Educational Testing, *Equivalency Tests, *Graduation Requirements, High School Students, Item Banks, Performance Tests, School Districts, Secondary Education, State Boards of Education, State Legislation, Testing Problems

Identifiers—Clearinghouse for Applied Performance Testing, National Assessment of Educational Progress

On March 11 and 12, 1976, the National Assessment of Educational Progress (NAEP), a project of the Education Commission of the States (ECS), and the Clearinghouse for Applied Performance Testing (CAPT), a project of the Northwest Regional Educational Laboratory (NWREL), cohosted a Minimal Competency Measurement Conference in Denver, Colorado. Representatives of 32 states, the District of Columbia, and Puerto Rico attended. The conference provided a forum to discuss minimal competency in its broadest sense. The scope of the meetings was loosely defined in order to maximize participant output. Hosts and participants alike were asked to share their thinking on a variety of complex issues that relate to minimal competency. Presented here is a brief summary of the conference proceedings-the topics that were discussed, the information that was shared, and the questions that were raised. (Author/RC) Primary type of information provided by report: Procedures (Conceptual).

ED 135 838 TM 006 063

The Annual Conference on Large-Scale Assessment: Formal Papers and Selected Bibliography (Sixth, Boulder, Colorado, June 14-17, 1976).

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—[Jun 76]

Note—139p.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Agency Role, College Entrance Examinations, *Conference Reports, *Educational Assessment, Elementary Secondary Education, Followup Studies, Hypothesis Testing, Information Utilization, Item Sampling, Kindergarten, Mathematics, Measurement Techniques, Needs Assessment, Performance Tests, Questionnaires, School Districts, Skill Development, Standards, State Agencies, State Departments of Education, *State Programs, Testing Problems, Testing Programs

Identifiers—AAHPER Cooperative Health Education Test, ACT Assessment, Delaware Educational Assessment Program, Iowa Assessment Program, Michigan Educational Assessment Program, *National Assessment of Educational Progress, Nebraska Assessment Battery Essential Learn Skills, Pennsylvania Educational Quality Assessment

For the past six years the National Assessment of Educational Progress has sponsored a national Conference on Large-Scale Assessment, designed to promote and improve communications among educational assessment personnel in State Departments of Education and other agencies. This volume contains most of the papers that were accepted for presentation at the half-day formal paper session. The 11 papers included here are: (1) "The State Agency as a Resource in Local Needs Assessment" by Paula T. Brictson; (2) "Establishing Criterion Levels for Judging the Acceptability of Assessment Results" by Iris Weiss and Larry Conaway; (3) "N-Abels-A Manageable Technique for Monitoring the Acquisition of Essential Learning Skills" by Harriet A. Egertson and Hugh A. Harlan; (4) "A Process for Developing, Implementing and Following Through on an Assessment Program in Fifth- and Eighth-Grade Mathematics" by Max Morrison; (5) "Educational Quality Assessment Follow-Up Survey of the 1974 Assessment" by Joyce S. Kim; (6) "Hypothesis-Testing in Large-Scale Assessment" by Frank W. Rivas; (7) "A Plan for Utilization of Assessment Data by Local Education Agencies" by John A. Jones and Charles D. Oviatt; (8) "ACT Test Data and Program Assessment for Large School Districts" by Robert Cramer; (9) An Example of the Use of Multiple Matrix Sampling Procedures in a Local District Assessment Program" by Carl D. Novak; (10) "Measurement Problems and Issues Related to Applied Performance Testing" by James R. Sanders; and (11) "Symposium on: Large-Scale Assessment Reporting and Usage: Delaware and Georgia as Exemplars" by Robert Bigelow and Hervey Scudder. Primary type of information provided by report: Procedures (Theoretical) (Training).

ED 135 839 TM 006 064

Crane, Robert Hulsart, Richard

Using National Assessment for Program Evaluation. Two Papers Presented to the National Council for the Social Studies.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—[Apr 75]

Note—32p.; Papers presented at the Re-

gional Conference of the National Council for Social Studies (Virginia Beach, Virginia, April 24-26, 1975)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Tests, *Classroom Techniques, *Curriculum Evaluation, *Educational Testing, Elementary Secondary Education, Evaluation Methods, Group Testing, Measurement Techniques, National Competency Tests, *National Surveys, *Nontraditional Education, Program Evaluation, *Social Studies, Standardized Tests, Student Attitudes, Student Evaluation
Identifiers—Kansas (Shawnee Mission), *National Assessment of Educational Progress, Shawnee Mission Public Schools KS

"The Politics and Process of Evaluation and Decision Making in the Schools: The Shawnee Mission, Kansas, Experience" and "Use of National Assessment Model for Classroom Evaluation" were two papers presented at the Regional Conference of the National Council for the Social Studies. The first paper concerned the development of an evaluation plan for the alternative American Studies program in the eighth through twelfth grades of the Shawnee Mission, Kansas, school district, during the 1973-74 school year. This plan called for three output measures: (1) a factual achievement test, (2) a study of habits and attitudes, and (3) a student opinion grid. The SSHA Survey of Study Habits and Attitudes was chosen for use, along with a teacher-developed Student Opinion Grid. Later, National Assessment of Educational Progress (NAEP) items were designated for the core of neutral items in the factual survey; this American Studies Factual Knowledge Survey is appended. The second paper explained the use of the NAEP exercises, which are administered on a national basis to young people and adults, for classroom, teacher and individual student evaluation. (MV) Primary type of information provided by report: Procedures (Evaluation).

ED 146 656 CS 501 898
Mead, Nancy A.
Issues Related to a National Assessment of Speaking and Listening Skills.
Pub Date—Dec 77
Note—25p.; Paper presented at the Annual Meeting of the Speech Communication Association (63rd, Washington, D.C., December 1-4, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Listening Skills, *Measurement Instruments, *Measurement Objectives, *National Competency Tests, Speech Communication, *Speech Skills, *Test Bias, Testing Problems
Identifiers—National Assessment of Educational Progress

Issues related to a national assessment of speaking and listening skills include the specification of the domain of communication competencies, the selection of measurement strategies, and the elimination of racial and ethnic bias. A project committee proposed that the domain of national assessment spans three dimensions: function (informing, controlling, sharing feelings, ritualizing, and imagining), perspective (speaking/expressing, listening/recognizing), and context (formal dyad, formal group, informal dyad, and informal group). The committee also developed strategies for the indirect measurement of speaking skills, the direct measurement of listening skills, and the direct measurement of speaking skills. A number of effective techniques for identifying items with minority bias were implemented, and more work in this area was recommended. (RL) Primary type of information provided by report: Procedures (Feasibility Study) (Conceptual).

ED 154 200 CE 015 969
Keys to Research, Utilization and Adoption. A Study Conducted with a Grant from The Ford Foundation Focusing on Selected Aspects of Agriculture, Economics and Health.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—Ford Foundation, New York, N.Y.; National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date—30 Sep 77
Note—89p.; May reproduce poorly due to paper and ink color contrast
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adoption (Ideas), Agriculture, Change Agents, *Change Strategies, Economic Research, *Educational Research, *Information Dissemination, Information Systems, Medical Research, Morale, Planning, Policy Formation, Researchers, Research Methodology, Research Projects, *Research Utilization, Surveys
Identifiers—National Assessment of Educational Progress

The National Assessment of Educational Progress studies selected research efforts in the agriculture, economics, and health fields to discover successful strategies for the dissemination and adoption of educational research. Interviews were conducted with people familiar with the Agricultural Extension Movement, Health Examination Interview Surveys, and the Consumer Expenditure Survey as well as with people experienced in the dissemination of educational research information. (Five appendixes contain lists of participants in the study and descriptions of the study methods and resources.) Findings and recommendations included the following: (1) Careful planning of research directions to avoid duplicate efforts requires a good communication structure. (2) Thorough planning and development of methodology and instruments for data collection includes site visits, pretests, and rigorous standards. (3) Positive staff morale needs to be developed; a variety of effective measures are available. (4) Efficient dissemination of research findings involves the use of computer information and retrieval systems, reports, publications, etc.; a model system was found to be the U.S. Department of Agriculture's Current Research Information System. (5) The effective communication of research results to key decisionmakers demands the use of easily comprehensible language and format and the proximity of the researchers to the policy makers to facilitate regular contact and appearances at hearings. The success of adoption of research information depends on linking agents which assume increasing importance for education since so many innovations are at the local level. (Specific strategies found to be effective are listed and discussed under each of the five categories of findings.) (ELG) Primary type of information provided by report: Procedures (Dissemination) (Utilization).

ED 155 759 CS 502 145
Mead, Nancy A.
Issues Related to Assessing Listening Ability.
Pub Date—Mar 78
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Skills, Educational Assessment, *Language Laboratories, Language Skills, *Learning Laboratories, *Listening, Listening Comprehension, *Listening Comprehension Tests, *Listening Skills, Research Needs, *Research Projects
Identifiers—*National Assessment of Educational Progress, *Speech Communication Association

The National Assessment of Educational Progress (NAEP) and the Speech Communication Association (SCA) initiated a pilot study to test the feasibility of assessing speaking and listening skills. A pool of 56 items was developed and then field tested at four sites which represented a variety of national regions, of size and type of cities, and of racial and ethnic populations. There were significant differences between the responses of minority and nonminority students. A panel of speech communication experts hypothesized that minority students might have less specialized vocabulary knowledge, a lower tolerance for long materials perceived as boring, and less experience listening to the accents and speaking rates of white speakers. The results of the NAEP/SCA project suggest a clear need for further development and research in this area. In addition, three guidelines were developed for researchers in the area of listening ability: (1) focus on skills that are unique and central to listening, (2) use short, interesting listening stimuli, and (3) consider extraneous factors which might contribute to item bias; these suggestions are intended to aid researchers rather than act as a definitive guide. (JF) Primary type of information provided by report: Procedures (Feasibility Study).

ED 160 646 TM 007 831
Burton, Nancy W.
Assessment As Exploratory Research: A Theoretical Overview.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—Mar 78
Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Data Analysis, Educational Assessment, Educational Research, *Evaluation Methods, Experimenter Characteristics, *Models, National Surveys, Research, Research Design, Researchers, *Research Methodology, Scientific Methodology, *Scientific Research, *Social Science Research
Identifiers—*Exploratory Research, Kuhn (T S), National Assessment of Educational Progress

With the view that social scientists conduct too little exploratory research, the author outlines the methods and attitudes of the exploratory analyst and describes the National Assessment of Educational Progress (NAEP) as a source of research data. Exploratory analysis, in which no paradigm is used, is contrasted with confirmatory research, which is designed to extend a paradigm to the solution of a new problem. Three methods of organizing exploratory research are described: (1) ordinary-concept research, which is organized around concepts or catch words; (2) social problems research, which is organized around important social problems; and (3) mono-method research, which is organized around a particular analytic method. Skepticism about which results are considered true and which are in error, attention to outlying data, and an unwillingness to make assumptions are described as characteristics of the exploratory researcher. Since exploratory research is most often done by reanalyzing data collected for some other purpose, the breadth, precision and accuracy of the survey data available from the National Assessment of Educational Progress is described, with an emphasis on its usefulness to the exploratory researcher. Sample paradigms concerning the conceptual framework of human learning are appended. (JAC) Primary type of information provided by report: Procedures (Theoretical).

ED 192 294 CS 005 669
Brown, Rexford
Contributions of the National Assessment to Understanding the Problems of Literacy and Equity.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—NAEP-12-IP-52
Pub Date—Jun 80
Grant—NIE-G-80-0003
Note—122p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Educational Assessment, Educational Research, *Educational Testing, Educational Trends, *Equal Education, *Literacy, Program Evaluation
Identifiers—*National Assessment of Educational Progress

To understand the contributions of the National Assessment of Educational Progress (NAEP) toward solving the problems of literacy and equity, this report addresses two questions: (1) How can NAEP provide useful information concerning educational equity and standards of and levels of literacy, particularly with regard to linguistic and ethnic minorities; and (2) What kinds of data can be collected and analyses performed to chart changes in literacy over time and provide clues about the types of programs required for improving literacy? Divided into three parts, Part One explores differing conceptions of literacy, ways in which NAEP can address certain of them, ways in which NAEP can serve as a proving ground for literacy measures, and potential enhancements to the current NAEP model; Part Two explores NAEP's contribution to equity studies as a descriptive data base and a source of analytical inquiry; and Part Three examines tradeoffs involved in potential enhancements of the current design. Appended are a discussion of trends for two kinds of literacy, a sampling of equity graphs, tables and statements, and NAEP publications in reading, writing and literature. (HOD) Primary type of information provided by report: Procedures (Conceptual).

ED 193 307 TM 800 622
Johnson, Eugene G. And Others
Measures of Scorer Agreement and Patterns of Disagreement.
Pub Date—Mar 78
Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Criterion Referenced Tests, *Educational Assessment, Elementary Secondary Education, Experimenter Characteristics, *National Surveys, Sampling, *Scoring, Situational Tests, Testing Problems, *Test Reliability
Identifiers—*Interrater Reliability, *National Assessment of Educational Progress

The scoring scheme of the National Assessment of Educational Progress (NAEP) is studied, as well as techniques for estimating its reliability. NAEP data are collected on students of age 13 in the fall, age 9 in the winter, and age 17 in the spring. The scoring task, involving hand scoring of open-ended items, may vary between 25,000 responses to 10 items and 1,000,000 responses to 400 items. The size of the scoring staff may vary between two and 20 scorers, and their work is subject to 10 percent quality control over the entire scoring period. The general scoring scheme requires that responses be divided into two overall evaluative categories: acceptable and unacceptable. Acceptable responses provide some evidence that the respondent meets the relevant educational objective; unacceptable responses are not adequate to provide evidence. A discussion of techniques for estimating reliability of the scoring scheme involves: (1) determining the percent of observed agreement among scorers and comparing it to the agreement one would expect on the basis of chance alone; and (2) examining the patterns of disagreement in the scoring of individuals. The test statistics for measuring disagreement are applied to data from multi-way tables. (RL) Primary type of information provided by report: Procedures (Scoring) (Evaluation).

ED 194 571 TM 800 700
Holmes, Barbara J.
Bias: Psychometric and Social Implications for the National Assessment of Educational Progress.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—NAEP-12-IP-54
Pub Date—Aug 80
Grant—NIE-G-80-0003
Note—37p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Assessment, Educational Objectives, Federal Programs, *National Surveys, *Social Bias, *Statistical Bias, *Test Bias, Test Construction, Testing Problems, Test Items
Identifiers—*National Assessment of Educational Progress

In recent years, the controversy surrounding testing has grown, and the charge of bias is the most often cited criticism of testing and assessment. A review of the literature indicates that psychometricians and other researchers speak of bias as a property of the test or of items in the test. Conversely, test critics speak of bias as a quality or attitude associated with testing, which is suggestive of cultural preferences. The meaning of bias from the research and social perspectives is explored and the areas of conflict between the two are pointed out. By delineating some of the primary points in these divergent perspectives, the position of the National Assessment of Educational Progress relative to cultural bias is clarified in terms of its unique purposes and design. The National Assessment has implemented several techniques during the processes of objectives and exercises development and administration to minimize the intrusion of cultural bias or preferential material. The process of consensus and the evaluative criteria used to develop, write and select exercises are described. Ways in which a new analysis variable, achievement class, can be utilized as a bias detection method with the National Assessment exercises is discussed. (Author/RL) Primary type of information provided by report: Procedures (Exercise Development).

ED 194 576 TM 800 705
Ward, Barbara And Others
Major Informational Needs of National Assessment Audiences and Ways to Enhance the Assessment's Utility in Meeting Those Needs.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—NAEP-12-IP-51
Pub Date—Jun 80
Grant—NIE-G-80-0003
Note—103p.
Pub Type— Guides - Non-Classroom (055) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Audiences, *Educational Assessment, Elementary Secondary Education, Federal Programs, Information Dissemination, *Information Needs, *National Surveys, *Needs Assessment, Program Costs, Program Design, Program Improvement, Test Results, *User Satisfaction (Information)
Identifiers—*National Assessment of Educational Progress

Audiences were surveyed at the federal, state, and local levels in an effort to determine how the National Assessment of Educational Progress could be made more useful in meeting their needs. Recommendations fell into several major categories: (1) increased dissemination of assessment materials and access to data; (2) increased data interpretation and data analysis; (3) increased collection of data on background and program variables; (4) increased research potential; (5) increased policy relevance; and (6) increased attention to state and local needs. Needs expressed by different audiences were at times in conflict. Education researchers typically would like more background and program information, while national curriculum organizations would like more achievement questions. State and local educators would like more items released for their use, while obtaining reliable change data demands that as many items as possible be kept secure. The present Assessment design does not permit some of the desired uses of assessment data. Tradeoffs between various audience needs are outlined and relative costs of different procedures are indicated. (Author/RL) Primary type of information provided by report: Procedures (Dissemination) (Utilization).

ED 194 577 TM 800 706
Ward, Barbara
The National Assessment Approach to Objectives and Exercise Development.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—NAEP-12-IP-55
Pub Date—Sep 80
Grant—NIE-G-80-0003
Note—50p.; For related document see ED 067 402.
Pub Type— Guides - Non-Classroom (055) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement Tests, *Behavioral Objectives, *Educational Assessment, Elementary Secondary Education, Evaluation Criteria, Federal Programs, *National Surveys, Program Costs, *Program Development, Scoring, Test Bias, Test Construction, Testing, Testing Problems, *Test Items
Identifiers—National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) item development procedures, possible improvements or alternatives to these procedures, and methods used to control potential sources of errors of interpretation are described. Current procedures call for the assessment of 9-, 13- and 17-year-olds in subject areas typically taught in schools. Objectives and items are developed and reviewed through a consensus process which involves subject-matter experts, educators and lay persons. Reviews help to establish the accuracy and content validity of items and to guard against potential item bias. Procedures used to prepare item booklets, administer the assessment and score the items are designed to reduce sources of error and to ensure nearly identical conditions across assessments so measurements of change are accurate. Possible alternative procedures, including structuring assessments by means other than subject areas, using an assessment framework other than objectives, developing objectives through textbook analysis, employing objectives developed by other organizations, using a contractor other than NAEP to monitor development and changing the number or type of reviewers, are also discussed. Procedures that would benefit from further research are identified. (Author/RL) Primary type of information provided by report: Procedures (Exercise Development) (Objectives Development).

ED 194 601 TM 800 732
Scott, Dunlap, Jr.
Access to Schools and Nonstudents.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—NAEP-12-IP-56
Pub Date—Sep 80
Grant—NIE-G-80-0003
Note—35p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Data Collection, *Educational Assessment, Elementary Secondary Education, *Measurement Techniques, *National Surveys, Sampling, Young Adults
Identifiers—*National Assessment of Educational Progress

Three questions are discussed: (1) what approach will be taken to gain and maintain access to school districts and schools to administer assessment instruments? (2) what procedures should be employed in the difficult and complex task of gaining access to nonstudents (age 17)? and (3) what problems are likely to be encountered in doing this? Access to in-school and nonschool samples is one of the most critical aspects of a National Assessment program. A successful approach to gaining and maintaining access to school districts and schools demands that a protocal be followed; involvement by school personnel and students be minimum; procedures for resolving refusals be developed; and monitoring of data collection procedures and staff be rigorous so that problems are readily identified and corrected. School records are the basis for constructing the sampling frame for the out-of-school 17-year-olds. School officials provide a listing of names of early graduates, and students who failed to return to school following summer vacation and are not known to have enrolled in another school. Problems likely to be encountered include: response/nonresponse; privacy and confidentiality; the intrusiveness of surveys; and the growing cost of research. (RL) Primary type of information provided by report: Procedures (Field Administration).

ED 194 605 TM 800 736
Issues in the Analysis and Analysis of Change of National Assessment Data.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—NAEP-12-IP-57
Pub Date—Sep 80
Grant—NIE-G-80-0003
Note—108p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Data Analysis, *Educational Assessment, Elementary Secondary Education, Measurement Techniques, *National Surveys, *Outcomes of Education, Research Design, *Trend Analysis, Young Adults
Identifiers—*National Assessment of Educational Progress

Approaches to data analysis used by the National Assessment of Educational Progress (NAEP) and possible alternative methodologies are reviewed. Since various components of the NAEP model affect analysis, key elements of that model, including procedures for developing objectives and exercises, drawing the sample, collecting data and reporting results, are briefly described. Performance on sets of items is summarized by using the average of percentages of acceptable responses to the items in a set. Methods for computing the statistics commonly used by NAEP and the standard errors of those statistics are described. The paper presents answers to questions frequently raised regarding NAEP analytical procedures, including such topics as the use of NAEP data to establish causal relationships, use of data adjustments, possibility of increasing the number of background questions, potential for setting performance standards, provision of different data breakdowns and new methods of analysis. For the 1979-80 reading assessment, data will be reported by achievement class, a new reporting variable. Appendices define reporting variables, present forms used to collect background information, describe population proportion smoothing methods, provide information about the problem of nonresponse in assessment samples, and describe methods of accounting for sample design with design effects. (Author/GK) Primary type of information provided by report: Procedures (Analysis) (Data Processing).

ED 196 430 IR 009 038
Cobb, Hugh
Data Base Management Needs of National Assessment and Ways to Meet Those Needs.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—NAEP-12-IP-58
Pub Date—Jul 80
Grant—NIE-G-80-0003
Note—65p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Archives, *Computer Oriented Programs, *Data Analysis, Educational Assessment, Information Dissemination, *Information Needs, *Management Information Systems, National Programs, Online Systems, Quality Control, User Satisfaction (Information)
Identifiers—*LAAAA, *National Assessment of Educational Progress

This paper discusses the procedures best suited for storing, organizing, and using past and present National Assessment of Educational Progress (NAEP) data, as well as procedures and systems used for archiving past and future data, and the quality-control procedures employed to ensure the integrity and responsiveness of the data management system. Four categories of users of NAEP data are identified: external researchers interested in specific analyses of the data, external users interested in existing research results, archival users interested in preserving information gathered by NAEP, and internal users (the staff) with specific interests in part of NAEP data. A discussion of database management needs describes the needs characteristics of each of these categories of users and points out some of their differences and similarities. Database management techniques are explored in terms of equipment, software, methods, and applications of the NAEP data management technique. Extensive appendices include a list of the contents of a current NAEP public-use data tape, data access plan and dissemination plan for the NAEP, and an overview of data models. A bibliography is provided. (Author/MER) Primary type of information provided by report: Procedures (Data Processing).

ED 197 413 CS 503 246
Mead, Nancy A.
Assessing Speaking Skills: Issues of Feasibility, Reliability, Validity and Bias.
Education Commission of the States, Denver, Colo.
Spons Agency—Massachusetts State Dept. of Education, Boston.
Report No.—NAEP-08-SL-56
Pub Date—Nov 80
Contract—80-227
Note—37p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Assessment, *Evaluation Criteria, Evaluation Methods, *Measurement Techniques, Minimum Competencies, Secondary Education, *Speech Instruction, *Speech Skills, State Programs, Test Bias, Test Validity
Identifiers—Basic Skills Improvement Policy (Massachusetts), *Massachusetts, National Assessment of Educational Progress

Focusing on the problems of assessing the speaking skills of secondary school students, this paper provides one example of how those problems were addressed in the Massachusetts speaking assessment. The paper identifies four requirements for measures of speaking skills: (1) feasibility, (2) reliability, (3) validity, and (4) freedom from bias. The discussion of these requirements is followed by a general discussion of issues related to developing measures of speaking skills. The paper concludes with a description of the Massachusetts speaking assessment and with data on the reliability, validity, and bias of the assessment instruments. (Author/FL) Primary type of information provided by report: Procedures (Theoretical).

ED 202 867 TM 810 283
Wright, David
National Assessment's Public-Use Data Tapes.
Pub Date—Apr 81
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Data Bases, *Program Design, *Program Improvement
Identifiers—*Data Files, Data Management, *National Assessment of Educational Progress, Secondary Analysis

Data from the National Assessment of Educational Progress and accompanying machine-readable documentation are currently maintained on the National Military Command Information Processing System (NIPS) data base management system. National Assessment's data management and file processing systems, however, are not well-suited to secondary users. Because substantial resources and external assistance would be required to document the National Assessment data files more clearly and make them easy to use, the Education Commission of the States (ECS) participated in a National Science Foundation grant to study the utility of secondary analysis with National Assessment data. The design phase, compromise and rejected alternatives, implementation, contents of the public use data tapes, and utilization are described. Currently, National Assessment staff are involved in three tape-related activities: enhancing the existing tapes, creating new tapes, and developing an introduction to the public-use data tapes. (Author/GK) Primary type of information provided by report: Procedures (Data Processing).

ED 206 670 TM 810 565
Supplementary Frame Assessment Phase II Manual.
Research Triangle Inst., Durham, N.C.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Pub Date—80
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—88p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Administrator Role, Educational Assessment, *Field Interviews, *Individual Testing, *Out of School Youth
Identifiers—Interviewers, *National Assessment of Educational Progress

The aim of the National Assessment of Educational Progress (NAEP) Supplementary Frame Assessment is to locate and assess samples of seventeen-year-olds no longer participating in the regular school curriculum. In this way a sample representative of the entire age group may be obtained for assessment purposes. Phase I of the study dealt with the acquisition of lists of eligible individuals from their high schools, while Phase II involves their location and assessment. Methods for obtaining changes of address, numerous field procedures for locating the individual, procedures for determining the individuals eligibility to take part in the assessment program upon the basis of stated criteria, and instructions for the administration of test packages, form the basis of this manual. Once located, the individual has to be persuaded to take part in the program, thus, interviewing techniques are stressed. Instructions are given for the administration of the Individual Screening Questionnaire (ISQ)- an inventory for eliciting background information, test packages and package supplements, and for the disbursement of incentive payments. The coding and gridding of questionnaires and assessment packages, other administrative tasks and methods of expense reimbursement are also outlined. Primary type of information provided by report: Procedures (Field Administration). (AEF)

ED 206 671 TM 810 566
Folsom, Ralph E., Jr.
National Assessment Approach to Sampling Error Estimation. Sampling Error Monograph.
Research Triangle Inst., Research Triangle Park, N.C.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—RTI-25U-796-5
Pub Date—Apr 77
Contract—OEC-0-74-0506
Note—100p.; Best copy available.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Educational Assessment, Elementary Secondary Education, Error of Measurement, National Competency Tests, *Research Methodology, *Research Problems, *Sampling, Statistical Bias, Testing Programs
Identifiers—*National Assessment of Educational Progress, *Sampling Error

Beginning with the planning stages of the National Assessment of Educational Progress (NAEP), careful attention has been given to the design of efficient probability sampling methods for the selection of class-age respondents and the assignment of test packages. With these methods, it is possible for NAEP researchers to make relatively precise statements about population characteristics on the basis of fairly small samples. The purpose of this monograph is to describe what is meant by relatively precise statements about population characteristics and to show how NAEP sample data are being used to gauge the accuracy of reported results. The levels of precision for Year 01 and 02 were compared, and the overall precision was improved in Year 02. The sampling error methodology developed for the Year 02 sample was applied to calculate Year 03 and 04 sampling errors. A major redesign of NAEP's primary sample was initiated for the Year 05 assessment. The Year 06 (1974-75) NAEP in-school primary sample was an independent replicate of the Year 05 sample selected from the deeply stratified primary unit frame developed for the 1973-74 survey. Four non-overlapping samples were to be used successively for Years 07 through 10. Primary type of information provided by report: Procedures (Sampling) (Evaluation). (BW)

ED 206 694 TM 810 593
In-School Quality Check Activities. Final Report of Year 11.
Research Triangle Inst., Research Triangle Park, N.C.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.—RTI-1967-00-01F
Pub Date—Oct 80
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—46p.; Some pages and appendices omitted due to their confidentiality.
Pub Type— Reports - General (140) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Data Collection, Educational Assessment, Elementary Secondary Education, National Competency Tests, *Quality Control, *Sampling, School Districts, Testing Programs
Identifiers—*National Assessment of Educational Progress

This final report summarizes Year 11 quality check activities for the National Assessment of Educational Progress (NAEP). A probability sample of 40 schools was selected for quality check purposes from all three age classes. One regular school was selected for each District Supervisor at each Age Class. Quality check activities were conducted in these schools during the period of October 1979 through May 1980 by staff from the Research Triangle Institute (RTI). All checks were conducted with the consent and cooperation of the schools involved. The sample design and other sampling activities associated with the Year 11 quality check are documented in section 2 of this report. The procedures used to implement the quality check are dicussed in section 3. The results of the quality check are reported in section 4. Conclusions and recommendations for future quality checks are presented in section 5. Primary type of information provided by report: Procedures (Field Administration). (Author/BW)

ED 206 695 TM 810 594
In-School Field Operations and Data Collection Activities, Year 11. Final Report.
Research Triangle Inst., Research Triangle Park, N.C.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.—RTI-1973-00-03F
Pub Date—Aug 80
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—123p.; Some portions of the appendices are omitted due to their confidentiality.
Pub Type— Reports - General (140) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Data Collection, Educational Assessment, Elementary Secondary Education, *Methods, National Competency Tests, *School Districts, Testing Programs
Identifiers—*National Assessment of Educational Progress

This report summarizes the in-school field operations and data collection activities, as well as the administration decision-making, undertaken in Year 11 of the National Assessment of Educational Progress, (NAEP) from March, 1979 through July, 1980. The more pertinent summary data on the planning and conduct of Year 11 in-school assessment are cited here. Also included are details, in summary form, on (1) National Assessment meetings attended and field trips taken by Research Triangle Institute (RTI) central staff members, (2) the inventory (summer, 1980) of NAEP materials and equipment stored at RTI, and (3) project expenditures of funds and effort. An assessment of out-of-school 17-year-olds (Supplementary Frame assessment) was conducted in Year 11; a summary of the Year 11 Supplementary Frame assessment field activities is presented in this report. Primary type of information provided by the report: Procedures (Field Administration). (Author/BW)

ED 206 703 TM 810 605
Benrud, C. H. And Others
Sampling and Weighting Activities for Assessment Year 11. Final Report on National Assessment of Educational Progress.
Research Triangle Inst., Research Triangle Park, N.C.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.—NAEP-11-SW-47; RTI-1967-00-02F
Pub Date—Jun 81
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—236p.
Pub Type— Reports - General (140) — Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Computer Oriented Programs, *Educational Assessment, Elementary Secondary Education, *Methods, *National

Competency Tests, *Sampling, Testing, Testing Programs
Identifiers—*National Assessment of Educational Progress

Sampling activities for Year 11 of the National Assessment of Educational Progress began in 1977 when plans were begun to Years 11-14. In March 1979 the sample was selected and allocated. In-school secondary sample selection activities were carried out during May through August, 1979, and in-school package assignment and field support activities were begun in August and continued into 1980. Sample weight computation activities began in January and continued through August 1980. The Supplementary Frame secondary sample was selected in July and August 1979, and the third-stage sample of discontinuers and early graduates was selected during March through May 1980 and administered in June through August. Supplementary Frame weights were computed in September through November 1980. This report documents the Year 11 in-school sampling and weighting activities, and the Supplementary Frame activities. Primary type of information provided by the report: Procedures (Sampling) (Weighting). (Author/BW)

ED 206 709 TM 810 612
Williams, Rick L. And Others
NAEP Year 11 Design Efficiency Study. Final Report.
Research Triangle Inst., Research Triangle Park, N.C.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.—RTI-1969-01-01-F
Pub Date—Jun 81
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—50p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Assessment, Elementary Secondary Education, Error of Measurement, National Competency Tests, *Research Design, *Research Methodology, *Sampling, Testing Programs
Identifiers—*National Assessment of Educational Progress

The National Assessment of Educational Progress in-school sampling design is a three-stage stratified design. Stratification variables include region, size of community and socioeconomic status. The three levels of sample selection are Primary Sampling Units (PSUs), schools and students. In general, two and sometimes three PSUs are selected from each stratum for variance estimation. The stratification variables are assumed fixed and not subject to change; therefore, the problem of finding the optimal design is reduced to finding the number of PSUs, schools and students per stratum that will minimize cost for a given variance. Following a brief overview of the sample drawn for Year 11, presented in Section 2, the cost model developed for the purpose of the present study is outlined in Section 3. Section 4 describes the statistics which were selected for analysis, and Section 5 derives the corresponding variance and covariance component models. Finally, Section 6 describes the optimization procedure used, and Section 7 provides a summary of the results. Primary type of information provided by report: Procedures (Sampling). (Author/BW)

ED 208 008 TM 810 689
Chromy, James R. And Others
Year 11 Primary Sample for the National Assessment of Educational Progress. Final Report.
Research Triangle Inst., Research Triangle Park, N.C. Center for Sampling Research and Design.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.—RTI-1764-00-00F
Pub Date—Aug 81
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—73p.
Pub Type-- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Asian Americans, Computer Programs, *Educational Assessment, Elementary Secondary Education, Hispanic Americans, *National Competency Tests, Research Design, *Sampling, Testing Problems, Testing Programs
Identifiers—*National Assessment of Educational Progress

The primary sample for Year 11 of the National Assessment of Educational Progress (NAEP) was selected in March 1979, and was preceded by an 18-month planning effort. During the planning period, research concentrated in five specific areas: sampling frame construction, stratification criteria, efficiency study review, techniques and computer software for highly stratified sample selection, and sampling for Asian and Hispanic populations. Primary samples from the first ten years are reviewed, and the sampling frame construction is discussed. The actual selection of samples, the sample stratification, options for large and small annual samples, selection techniques, and sampling for special populations are discussed. Primary type of information provided by report: Procedures (Sampling). (Author/BW)

ED 210 299 TM 810 944
Printing and Scoring Activities, Final Report, Year 11, National Assessment of Educational Progress.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; Westinghouse DataScore Systems, Iowa City, Iowa.
Spons Agency—National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.—NAEP-11-PS-47
Pub Date—Mar 81
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—43p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Assessment, *Educational Testing, Elementary Secondary Education, *National Programs, *Printing, Productivity, *Quality Control, *Scoring, Test Scoring Machines
Identifiers—*National Assessment of Educational Progress

This report summarizes all Year 11 National Assessment of Educational Progress activities performed under Westinghouse DataScore Systems contracts. The general time frame for DataScore's contract activities runs from March 1979 through October 1980 (with the exception of the Year 10 Art Scoring activities which were projected for February 1981 completion). Covering the preparation and printing specification aspects along with package inserts and distribution, this report also outlines suggestions for receipt control, handscoring and processing of tests. The maintenance and storage of scored tests are dealt with and, in closing, concerns and constructive criticisms are offered for project management. Primary type of information provided by report: Procedures (Packaging) (Scoring). (Author/CE)

b. SPECIAL ANALYSES

ED 097 348 TM 003 963
Vandermyn, Gaye
National Assessment Achievements: Findings, Interpretations and Uses. Report No. 48.
Education Commission of the States, Denver, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jun 74
Note—26p.
Available from—Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80203 ($2.00)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Educational Assessment, *Information Utilization, National Norms, *National Surveys, Racial Differences, Social Differences, *Test Interpretation, Test Results
Identifiers—*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) was created in 1969, and its goals were twofold: to make available the first comprehensive data on the educational attainments of young Americans in 10 learning areas and to measure any growth or decline that takes place in the educational attainments of young Americans. In 7 of the 10 learning areas surveyed nationallyreading, writing, science, music, citizenship, social studies and literature-achievement levels for the poor, the black, those who live in the inner city, in rural communities or the Southeast fall consistently below that of the nation as a whole. Young people who live in the Northeast or in suburban communities, or whose parents had the advantage of post-high school education, consistently demonstrated higher levels of skills and knowledge than the nation as a whole. The remainder of the report is concerned with the assessment of NAEP findings by educators, federal agencies and NAEP, research applications, aiding state efforts, NAEP and local school districts, teacher training and NAEP, and the present and future of NAEP. (RC) Primary type of information provided by report: Results (Interpretation) (Utilization).

ED 135 846 TM 006 076
Mullis, Ina V. S. And Others
What Students Know and Can Do: Profiles of Three Age Groups.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date—Mar 77
Contract—OEC-0-74-0506
Note—126p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, Age Groups, Black Students, *Cohort Analysis, Community Characteristics, *Educational Assessment, Elementary Secondary Education, Females, Geographic Regions, Males, *National Surveys, Parent Education, White Students
Identifiers—*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an information-gathering project that surveys the educational attainments of 9-year-olds, 13-year-olds, and 17-year-olds. The purpose of this report is to attempt to summarize performance across all learning areas for each age group separately. Results were selected to provide a useful and interesting overview of what students know and can do. Each chapter of the report contains information about one of the three age groups. The first part of each chapter, "Summaries of Ten Learning Areas," is devoted to a series of short descriptions of the findings for each subject area. The second section of each chapter highlights achievements attained by students. The lists describe the actual achievements of many students, some students, and few students. Readers must decide for themselves whether these actual achievements are adequate or not. The third section, "Patterns of Group Results," summarizes the results obtained for regions of the country, males and females, blacks and whites, different types of communities, and different levels of parental education. (RC) Primary type of information provided by report: Results (Overview).

ED 138 414 RC 009 869
Crane, Robert
Hispanic Student Achievement in Five Learning Areas: 1971-75. National Assessment of Educational Progress Report No. BR-2, May 1977.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-BR-2
Pub Date—May 77
Contract—OEC-0-74-0506
Note—85p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, Age, Black Students, Career Development, *Comparative Analysis, Educational Assessment, Knowledge Level, Mathematics, Mexican Americans, *National Norms, *National Surveys, *Norm Referenced Tests, Parent Background, Reading, Sciences, Sex Differences, Social Studies, Spanish Americans, *Spanish Speaking, Whites
Identifiers—*National Assessment of Educational Progress

Data on the achievement of 9-, 13-, and 17-year-old Hispanos in school in the areas of social studies, science, mathematics, career and occupational development (COD), and reading were collected between fall of 1971 and spring of 1975. Results were examined in relation to the achievement levels of students in the nation as a whole and those of black and white students. Representing a cross-section of typical schools across the country, the sample consisted of 75,000 students, of which about 2,500 answered a given question. Results were reported by age, region (Northeast and West), sex, and level of parental education. Among the results were: Hispanic achievement was consistently below that of the total national age population and of white students; Hispanic achievement was often closer to national levels than black achievement; the achievement of male Hispanos was consistently closer to national levels than that of females on the science items; and students who reported that one parent had at least graduated from high school was closer to the national level than those who reported that neither parent had graduated. Appended are: definitions of national assessment Hispanic-reporting categories, special analyses of reading items, statistics of the achievement of the white and black groups in each area; and proportion of Hispanic students within the national assessment samples. (NQ) Primary type of information provided by report: Results (Race).

ED 159 055 SE 024 908
Analysis of Supplemental Background Questions on Homework and TV.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—77
Note—7p.
Available from—Education Commission of the States, National Assessment of Educational Progress, 1860 Lincoln Street, Denver, Colorado 80295 (no price quoted)
Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement, *Educational Research, *Homework, *Mathematics, *Programing (Broadcast), *Secondary School Mathematics, *Television Viewing
Identifiers—National Assessment of Educational Progress

A National Assessment of Educational Progress (NAEP) statistical analysis deals with the amount of homework of 17-year-old students in 1976, the amount of television viewing, and presence or absence of various items in the home (e.g., a specific place for study, magazines, etc.). The data suggest that a higher performance on mathematics assessment task is associated with: (1) more reported homework; (2) less reported television viewing; and (3) more reported items in the home. The narrative is supported by tables of descriptive statistics. (MP) Primary type of information provided by report: Results (Background Variables) (Special Analyses).

ED 171 518 SE 027 528
Mullis, Ina V. S.
Effects of Home and School on Learning Mathematics, Political Knowledge and Political Attitudes.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—Apr 79
Note—72p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Some tables marginally legible
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Achievement, *Educational Environment, *Educational Research, Elementary Secondary Education, *Family Environment, Learning, *Mathematics Education, *Physical Environment, Political Attitudes, Political Science
Identifiers—*National Assessment of Educational Progress

Data collected in 1976 by the National Assessment of Educational Progress (NAEP) were analyzed by using a path analysis of clusters of variables combined into single composite variables. Investigated were the relative importance and effect of three clusters of variables (home environment variables, community and school environment variables, and school instructional variables) on educational achievement in the areas of mathematics, political knowledge, and sociopolitical attitudes. The effect of school on learning was substantially larger than the effect of type of school and school program and tended to be quite high relative to the effect of home on learning. (MP) Primary type of information provided by report: Results (Background Variables).

ED 172 980 RC 011 353
Martin, Wayne H.
Student Achievement in Rural Schools: A View from the National Assessment Data.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date—May 79
Note—32p.; Paper presented at the Rural Education Seminar (College Park, Maryland, 29-31 May 1979); Some pages may not reproduce due to small print size
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Comparative Analysis, Demography, *Educational Assessment, Elementary Secondary Education, Family Environment, Grade 4, Grade 8, Grade 11, *National Surveys, Rural Areas, *Rural Education, *Rural Schools, *Rural Youth
Identifiers—*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) was designed to measure knowledge, skills, and attitudes of young Americans at various ages in 10 learning areas, and to measure educational attainment over time. Community categories used in NAEP research were High and Low Metro, Urban Fringe, Main Big City, Medium City, Small Places (population under 25,000), and Extreme Rural Areas (population under 10,000). Rural students at ages 9, 13, and 17 were enrolled at near the national average grade level. The home environment of 9 year old rural students was similar to that of Urban Fringe students. At ages 13 and 17, the home environments were similar to Main Big City home environments. The baseline data trend, substantiated by change data, was toward improved rural performance, to the point of reaching national performance levels for some ages in science, reading, functional literacy, and social studies. Exercise-by-exercise data should be examined to isolate strengths and weaknesses of rural students in various learning areas. The federal government should explore the possibility of conducting a migrant children assessment. NAEP should be provided with the necessary resources to increase the sample size for rural students to provide more detailed information about their educational achievement. (Author/SB) Primary type of information provided by report: Results (Special Analyses) (Trend).

ED 176 961 SE 028 495
A National Assessment of Performance and Participation of Women in Mathematics. Annual Report.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 78
Grant—NIE-G-77-0061
Note—63p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Career Opportunities, Educational Research, *Federal Aid, *Mathematics Instruction, Secondary Education, *Self Concept, *Sex Stereotypes, *Surveys, Womens Studies
Identifiers—*National Assessment of Educational Progress

This assessment, funded by the National Institute of Education, identifies factors which are related to problems associated with women participating in mathematics. A review of the literature is given which identifies variables for investigation and instruments which exist. The development process is discussed. This includes survey development, editing items, and field testing survey materials. Future plans concerning the drawing of the survey sample, the administration of the questionnaire, and the scoring of the survey are discussed. (SA) Primary type of information provided by report: Program Description (Progress Report).

ED 184 878 SE 030 550
Armstrong, Jane M.
Achievement and Participation of Women in Mathematics: An Overview. Report of a Two-Year Study.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—NAEP-10-MA-00
Pub Date—Mar 80
Grant—NIE-G-77-0061
Note—41p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Career Planning, Elective Courses, Females, Parent Influence, *Research, Secondary Education, *Secondary School Mathematics, *Sex Differences, Sex Role, Sex Stereotypes, Student Attitudes, *Womens Education
Identifiers—*Mathematics Education Research, National Assessment of Educational Progress

The purpose of this study was to identify the most important factors related to the problem of women's participation in mathematics and to determine the relative importance of the factors to guide future research and intervention efforts. The vehicle for this study was a national survey of 1,452 13-year-olds and 1,788 high school seniors. The data collection centered upon achievement in mathematics, participation in mathematics, sex-role stereotyping, career and academic plans, the student's attitude toward mathematics, parental influence and the influence of significant other people in the student's life. Correlation and regression analyses were performed on the survey data to identify those factors which most affect participation and achievement in mathematics. The results of the study indicate that 13-year-old females start their high school mathematics career with at least the same ability as their male contemporaries. By the twelfth grade, males have overtaken females. The results also indicate that certain groups of variables open to intervention strategies are related to participation and that these variables predict participation. At the conclusion of this report, strategies are suggested which may increase mathematics participation in school programs. (Author/MK) Primary type of information provided by report: Results (Overview) (Sex).

ED 187 562 SE 030 964
A National Assessment of Achievement and Participation of Women in Mathematics. Final Report.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-10-MA-60

Pub Date—Dec 79

Grant—NIE-G-77-0061

Note—288p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Academic Achievement, Career Choice, Educational Assessment, Elective Courses, Females, *Mathematics Education, *National Surveys, Parent Influence, Participation, *Research, Secondary Education, *Secondary School Mathematics, *Sex Differences, Sex Role, Sex Stereotypes, Student Attitudes, Surveys, Teacher Influence

Identifiers—*National Assessment of Educational Progress

The purpose of this study was to identify the most important factors related to the problem of women's participation in mathematics and to determine the relative importance of those factors to guide future research and intervention efforts. The vehicle was a national survey of 1,452 13-year-olds and 1,788 high school seniors. Data collection centered upon achievement and participation in mathematics, sex-role stereotyping, career and academic plans, the students' attitudes toward mathematics, parental influence, and the influence of significant other people in the students' lives. Results of the study indicate that 13-year-old females begin their high school mathematics career with at least the same ability as their male contemporaries. By the twelfth grade, males have overtaken females. Large sex differences found for mathematics participation in previous studies were not found in this survey. Results also indicate that certain groups of variables open to intervention strategies are related to participation. Three groups of variables were found to have the greatest effect on participation: positive attitudes toward mathematics; perceived need for mathematics for future career and educational plans; and influences of significant others, including parents, teachers and counselors. At the report conclusion, strategies are suggested which may increase mathematics participation in school programs. (Author/MK) Primary type of information provided by report: Results (Sex).

ED 193 260 TM 800 574

Technical Information and Data from the 1977 Young Adult Assessment of Health, Energy and Reading; Released Exercises, National and Group Results.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-08-YA-25

Pub Date—Mar 79

Note—313p.

Available from—National Assessment of Educational Progress, 1860 Lincoln Street, Suite 700, Denver, CO 80295 (08-YA-25, $15.00)

Pub Type— Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, *Educational Assessment, *Energy, *Health Education, National Surveys, *Reading Comprehension, *Test Items, *Test Results, Young Adults

Identifiers—Adult Reading Mini Assessment (1977), Energy Knowledge Attitudes Mini Assessment (1977), Health Awareness Mini Assessment (1977), *National Assessment of Educational Progress

This volume provides technical information and data on the knowledge, skills, and attitudes of American young adults, aged 17 and 26-35 years old. The three subjects chosen for this eighth year assessment were health: (section 1), energy (section 2), and reading (section 3). (Science exercises were also administered in the survey, and will eventually be available on microfiche). The exercises are presented in numerical order within each section, and correct responses are indicated. Each exercise is followed by a page of administration/scoring data. The data provided include national and group percentages for only correct or acceptable answers in reading and health; energy data include percentages for all response categories. (Author/GK) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

ED 193 677 CS 205 946

Mead, Nancy A.

Developing Oral Communication Skills: Implications of Theory and Research for Instruction and Training.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Report No.—NAEP-08-SL-54

Pub Date—Sep 80

Note—12p.; Paper presented at the National Basic Skills Orientation Conference (Arlington, VA, September 1980).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Research, *Communication Skills, Elementary Secondary Education, Higher Education, Listening Skills, *Oral Language, Speech Communication, *Speech Curriculum, Speech Skills, *Teaching Methods

Identifiers—National Assessment of Educational Progress

This paper provides an overview of relevant oral communication theory, research, and practice from a variety of sources, such as the fields of linguistics, psychology, speech communication, and education. It describes the nature of oral communication skills, including the similarities and differences between oral and written communication. It summarizes some of the research on the development of oral communication skills and the effectiveness of instruction and training on development. Finally, it examines current educational practices and training in oral communication skills, indicates profitable directions for programs, and discusses available resources for developing oral communication programs. (RL) Primary type of information provided by report: Procedures (Conceptual).

ED 193 678 CS 205 947

Mead, Nancy A.

Assessing Listening Ability: Relationships with Verbal Ability and Racial/Ethnic Bias.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Report No.—NAEP-08-SL-53

Pub Date—Nov 78

Note—14p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, MN, November 2-5, 1978).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adolescents, *Educational Research, *Listening Comprehension Tests, *Listening Skills, *Racial Bias, Secondary Education, *Test Bias, Test Construction, *Verbal Ability

Identifiers—National Assessment of Educational Progress

Two studies were conducted to assess the listening ability of 17-year-old students with particular interest in the relationship among listening ability, verbal ability, and racial/ethnic bias in the test items. The first study, a National Assessment of Educational Progress and Speech Communication Association pilot project, indicated that there was potential item bias based on minority ethnic group response. However, no real data on the students' verbal ability was available to substantiate possible explanations. In the second study, two packages of listening items, each approximately 35 minutes in length were developed, and a 25-item vocabulary test was administered to estimate verbal ability. Recording of the listening items was made by individuals using network English. The results indicated that there was a positive correlation between listening ability and verbal ability, suggesting that the differing responses of minority and nonminority students in the first study could be attributed to differing levels of verbal ability, rather than item bias. (MKM) Primary type of information provided by report: Procedures (Conceptual) (Exercise Development).

ED 201 692 UD 021 389

Holmes, Barbara J.

Black Students' Performance in the National Assessments of Science and Mathematics.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.—NAEP-SY-SM-50
Pub Date—Dec 80
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—47p.; Some tables may be marginally legible due to reproduction quality of original document.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Black Students, *Classification, Course Content, Elementary Secondary Education, Mathematical Concepts, *Mathematics, Performance Tests, *Sciences, Scientific Concepts
Identifiers—*National Assessment of Educational Progress

This study was conducted in order to identify some of the broad characteristics of achievement in science and mathematics by black students. A nationwide sample of nine, thirteen, and seventeen year old students was tested with a series of exercises that were developed to assess science and mathematics performance. The exercises were designed to probe both content and processes across several taxonomic levels. Findings indicated that, compared to the national average, black students as a group experienced problems in mathematics at all age levels, but these were accentuated by age seventeen. In science, a smaller overall gap in performance was found at age nine. This gap narrowed by age thirteen, but widened noticeably at age seventeen. The many tables of data included in this report indicate particular content areas and specific taxonomic levels at which black students experience difficulty. (MK) Primary type of information provided by report: Results (Special Analyses).

ED 206 682 TM 810 579
Reading and Mathematics Achievement in Public and Private Schools: Is There a Difference?
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.—NAEP-SY-RM-50
Pub Date—Aug 81
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—15p.; Small print in tables.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Comparative Analysis, *Educational Assessment, Elementary Secondary Education, *Mathematics, *Private Schools, *Public Schools, *Reading Achievement, Socioeconomic Influences
Identifiers—National Assessment of Educational Progress

The performance of 9, 13, and 17 year old public and private school students, in reading and mathematics, was compared by analyzing data collected during the National Assessment of Educational Progress 1977-78 mathematics and 1979-80 reading assessments. Although results were averaged for the national population, separate data is available not only for the types of schools, but for region, race, sex, size and type of community. Mean national performance percentages indicate significant differences in favor of private schools in both reading and mathematics. After adjustment for the fact that schools serve unequal proportions of students from different socioeconomic background (by equating student populations for public and private schools), mean scores on the entire reading assessment differed three percentage points at age 9 and 13, and four points at 17 in favor of private schools. Differences in mathematics scores were statistically insignificant. It appears that on a national level: private schools perform better than public schools in reading and mathematics; the advantage may vary in different regions and for different student groups; and a significant portion of the advantage is accounted for by the different socioeconomic make-up of students attending private schools. Primary type of information provided by report: Results (Special Analyses). (Author/AEF)

ED 216 050 TM 820 260
Kalk, John Michael And Others
A Closer Look at School Cutoff Dates and Achievement.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—NAEP-AY-AA-52
Pub Date—Feb 82
Grant—NIE-G-80-0003
Note—11p.
Available from—National Assessment of Educational Progress 1860 Lincoln St., Suite 700, Denver, Co 80295 ($1.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Academic Failure, Elementary Secondary Education, Grade 4, Grade 8, Grade 11, Learning Readiness, *School Entrance Age, *School Readiness, *Sex Differences, *White Students
Identifiers—*National Assessment of Educational Progress

National Assessment of Educational Progress data in reading, mathematics, and science for Caucasian children were analyzed. Using regression analysis for three age groups, nine, thirteen, and seventeen year olds, a trend analysis was plotted. The changing achievement relationships between these students relative to their classmates and their age of entry into first grade were studied. The data indicated superior performance for classes with an older combined mean age. The age of entry into first grade proved to be a critical factor in achievement levels. The authors suggest changing entrance cutoff dates from December, January, or February to September, October or November. Since achievement varies between boys and girls, separate cutoff dates were proposed. Clinical screening of students is recommended for critical male and female groups. Teachers' awareness of high risk ages might lead to multi-level instruction. Inadequate readiness is a potentially serious threat to a child's academic career. However, children whose entrance is delayed, although they might have been able to cope, may cause problems as restless high school seniors. Primary type of information provided by the report: Results (Secondary Analysis) (Interpretation). (DWH)

ED 222 550 TM 820 703
How Have You Used National Assessment Materials? . . . Responses from Six Educators.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.; National Inst. of Education (ED), Washington, DC.
Report No.—NAEP-AY-UA-50
Pub Date—Sep 82
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—62p.
Pub Type— Opinion Papers (120) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, *Educational Assessment, *National Programs, Program Evaluation, *School Districts, User Satisfaction (Information), *Use Studies
Identifiers—Kamehameha Schools HI, Kansas State University, Montana State University, Monterey Peninsula Unified School District CA, *National Assessment of Educational Progress, Wisconsin (Whitefish Bay), Wyoming (Cheyenne)

The National Assessment of Educational Progress (NAEP) is an ongoing effort to obtain comprehensive and dependable data on national educational achievement. Reports and related assessment materials, such as assessment objectives and items used to measure achievement, have been developed to meet the needs and interests of educators. Several educators described their experiences using NAEP information to improve the learner's education experience. The NAEP model was used in the Kamehameha Schools of Hawaii for program evaluation. At Montana State University, National Assessment test items were used to survey knowledge, skills, and attitudes. NAEP sampling and data gathering procedures were adapted to surveys for use in doctoral research. Studies of science learning and science-related studies were incorporated in research training programs on higher education at Kansas State University. The Cheyenne Mountain School District used NAEP statistics for comparison between their students and an advantaged-urban group. NAEP demonstrated its capability of working with local school districts. The utilization of National Assessment materials in the Monterey Peninsula Unified School District is described. Test items and statistical data were used as a resource for evaluating and updating curriculum, instructional materials, and teaching in the Whitefish Bay High School. Primary type of information provided by the report: Procedures (Utilization) (Conceptual); Results (Utilization). (DWH)

ED 223 658 TM 820 760

Barrow, Kay And Others

Achievement and the Three R's: A Synopsis of National Assessment Findings in Reading, Writing and Mathematics.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—NAEP-SY-RWM-50

Pub Date—Mar 82

Note—69p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Achievement Gains, *Basic Skills, *Educational Assessment, Equal Education, *Federal Programs, Mathematics Achievement, Reading Achievement, Secondary Education, *Trend Analysis, Writing Skills

Identifiers—*National Assessment of Educational Progress

National Assessment of Educational Progress (NAEP) results indicate that most students understand the fundamentals of reading, writing and mathematics; and that achievement levels have remained stable across time for older students and may be improving for younger students, particularly in the areas of reading and writing. However, NAEP data suggest that curriculum still emphasizes instruction in component skills apart and separate from the application of these skills. Many students evidence difficulty with tasks requiring higher-order skills. Gains evidenced by younger students in groups traditionally considered disadvantaged are being accompanied by declines in groups usually considered advantaged. In particular, the older and better students do not appear to be keeping up with their counterparts in earlier assessments. In many instances, differences in performance may be decreasing, but overall performance is not improving. We may be attaining more equality in educational achievement in reading, writing and mathematics, but it appears to be at the expense of declining excellence. Primary type of information provided by the report: Results (Change) (Selective). (Author/PN)

ED 223 679 TM 820 808

Exploring National Assessment Data through Secondary Analysis.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.; National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-89398-500-7; NAEP-AY-SA-50

Pub Date—Aug 82

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—31p.

Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($2.00).

Pub Type— Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Adults, *Databases, *Educational Assessment, *Educational Research, Elementary Secondary Education, *Federal Programs, Hypothesis Testing, *Information Utilization, Research Projects, Student Evaluation

Identifiers—*National Assessment of Educational Progress, *Secondary Analysis

The content of the Public-Use Data Tapes of the National Assessment of Educational Progress (NAEP) is summarized and descriptions of recent research using the database are provided. Since 1969, NAEP has surveyed 9-, 13-, and 17-year-old students and occasionally young adults in assessments of achievement in art, career and occupational development, citizenship, literature, mathematics, science, writing and other learning areas. Over 400 national probability samples for approximately 2,500 respondents each are available, providing data on 150-250 variables. The format and content of the tape files are discussed. Focus areas for secondary research can be methodological, hypothesis- and model-testing, and descriptive or policy relevant studies. The summaries of research studies included briefly describe the researchers, affiliations, purposes, procedures, and results of their work. There are 23 summaries provided with availability information. Primary type of information provided by report: Results (Secondary Analyses). (CM)

ED 223 812 CE 034 272

Gisi, Lynn Grover Forbes, Roy H.

The Information Society: Are High School Graduates Ready?

Education Commission of the States, Denver, Colo.

Pub Date—Sep 82

Note—80p.

Available from—Education Commission of the States, Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($3.00).

Pub Type— Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Adolescents, Economic Development, Economic Progress, Educational Attainment, Educational Research, Education Work Relationship, *Employment Potential, *Employment Projections, Knowledge Level, Labor Force Development, *Labor Needs, National Surveys, *Relevance (Education), Secondary Education, *Secondary School Students, Skills, Student Attitudes, Student Needs, Technological Advancement

Identifiers—National Assessment of Educational Progress

This report examines findings of the National Assessment of Educational Progress, which describes the educational attainments of today's youth, in combination with economic trends and future projections to reveal the shortcomings of students nationwide. The report begins with a description of three major economic trends within the United States: the displacement of goods by services, factors related to the growth in productivity, and the increase in foreign competition. Future employment projections are then presented that provide evidence of changing labor-force skills. National assessment results for 17-year-old students with both high- and low-level skills in reading, writing, mathematics, and science follow. Implications of these conclusions are then discussed: the 10 percent of students who are unable to perform basic skills represent hundreds of thousands of people and the percentage of students who achieve higher order skills is declining. The final two sections of the report explore problems confronting educators (changing definitions and diverse needs of students, educational responsibilities and relevance, curriculum and skills, institutional instructional technology, teacher shortages and training, accreditation issues, and joint education-industry responsibility and finance) and some actions currently proposed. Sample exercises from the National Assessment are appended. (YLB) Primary type of information provided by report: Results (Secondary Analyses).

ED 224 839 TM 830 038

Brown, Rexford

National Assessment Findings and Educational Policy Questions.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Education Commission of the States, Denver, Colo.; National Inst. of Education (ED), Washington, DC.

Report No.—NAEP-SY-CA-50

Pub Date—Dec 82

Grant—NIE-G-80-0003

Note—29p.

Available from—National Assessment of Educational Progress, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($3.50)
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Administrators, *Educational Assessment, *Educational Policy, Elementary Secondary Education, Literature, Mathematics Education, *National Programs, Outcomes of Education, Reading, Science Education, *Test Results, Test Use, Writing (Composition)
Identifiers—*National Assessment of Educational Progress

This paper addresses 11 commonly asked educational policy questions by referring to National Assessment of Educational Progress (NAEP) findings in five learning areas. The paper is organized for quick reference to the 63 findings, which are, in turn, indexed to the NAEP reports in which they originally appeared. Findings in reading, literature, mathematics, writing and science are described and interpreted with a view toward encouraging others to include assessment data more frequently in educational policy discussions. The primary audience for the paper is busy education leaders who do not have the time to read the full NAEP reports and can profit from a short overview within a policy framework. Primary type of information provided by the report: results (Summary) (Utilization). (Author)

ED 226 062 TM 830 105
Standards and National Assessment: Synthesis of Seven Educators' Responses to Questions on the National Assessment's Role Relative to Higher Standards in Education.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—Education Commission of the States, Denver, Colo.; National Inst. of Education (ED), Washington, DC.
Report No.—NAEP-AY-HS-50
Pub Date—Dec 82
Grant—NIE-G-80-0003
Note—17p.
Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 300, Denver, CO 80295 ($2.00).
Pub Type— Opinion Papers (120) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, *Educational Assessment, *Educational Quality, Elementary Secondary Education, *Federal Programs, Government Role, *National Programs, *Program Descriptions, Program Improvement
Identifiers—*Educators, *National Assessment of Educational Progress

Reports of declining test scores and high school graduates who can't read or compute have triggered a public demand for higher standards in education. In light of this demand, National Assessment re-examined its role with respect to raising educational quality in this country. The National Assessment of Educational Progress (NAEP) asked seven educators to answer questions about NAEP's appropirate role regarding standards. (1) To what extent is there a desire to establish and raise standards in the United States? (2) What is the nature of the desire? (3) How are standards of educational achievement raised beyond that of minimum proficiency? (4) What roles should NAEP play in developing or setting educational standards at the national, state, and local levels? (5) What process should NAEP use to assure that elements important to particular learning areas be included? (6) What ways of organizing/structuring objectives would help facilitate raising educational standards? Their responses, synthesized in this paper, shed light on the nature of the public's desire for standards and on steps various communities are taking and provide recommendations on the part that the National Assessment should play. Primary types of information provided by report: Program Description (Program Goals). (Author/PN)

EJ 054 502 EA 502 394
Ahmann, J. Stanley
The First Results
Pub Date—Feb 72
Journal Cit—Compact; 6; 1; 13-17
Descriptors—*Academic Achievement, *Achievement Rating, *Citizenship, Evaluation, *Science Education, *Writing Skills
Identifiers—National Assessment of Educational Progress

Discusses achievements in science, citizenship, and writing in National Assessment exercises. (JF) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

c. GENERAL AND MISCELLANEOUS

ED 050 996 SE 012 018

Goodwin, Barbara, Ed.

National Assessment of Educational Progress, Volume 4 Number 3.

National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Pub Date—Jun 71

Note—24p.

Available from—National Assessment of Educational Progress, 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Objectives, *Evaluation, *National Surveys, Research, Science Tests, *Scientific Concepts, *Testing Programs, *Writing Skills

Identifiers—Education Commission of the States CO, *National Assessment of Educational Progress

The major part of the newsletter contains a summary of the results of the administration of tests in science and writing to students aged 9, 13, 17, and to adults 26 - 35 in all regions of the United States. The data are compared on the basis of regions (North East, South East, Central, and Western); sex of respondent and size of community (big cities, urban fringes, medium sized cities, and smaller places). Males of all ages performed better on the science tests, but females scored higher on the writing tests. The North East and Central regions performed at or above the national average for both sets of tests at all ages. The South East scores were lower than the national average for all ages and both tests. The Western region showed a less consistent pattern, with 17 year olds and adults performing better than the national average on both tests, 13 year olds below on both tests, and 9 year olds at the average for the science tests, but below for the writing. Large cities and "smaller places" respondents were above the national average, with the average for the urban fringe and medium-sized cities above average. The interpretations of a panel of reviewers are summarized, and the limitations of the results indicated. The newsletter also contains announcements about the organization of the project. (AL) Primary type of information provided by report: Results (Overview).

ED 067 394 TM 001 789

Womer, Frank B.

What Is National Assessment?

National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—70

Grant—OEG-0-9-080771-2468(508)

Note—56p.

Available from—National Assessment Staff Offices, Room 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 (single copies $2.00; orders of 10 or more, 20% discount)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Age Groups, Census Figures, *Data Collection, Elementary School Students, *Evaluation Methods, *Measurement Instruments, Measurement Objectives, *National Competency Tests, *National Surveys, Secondary School Students, Standards, Student Characteristics, Surveys, Young Adults

Identifiers—*National Assessment of Educational Progress

National Assessment is a plan for a systematic, census-like survey of knowledges, skills, understandings, and attitudes designed to sample four age levels in ten different subject areas. It is an information-gathering program designed to provide both the educational community and the lay public with information about some of the direct outcomes of education as they are exhibited in students and young adults. The ten areas selected for assessment are Art, Career and Occupational Development, Citizenship, Literature, Mathematics, Music, Reading, Science, Social Studies, and Writing. Criteria of the National Assessment Committee in the setting of assessment of objectives include: (1) The objectives must be satisfactory goals for each subject area as seen by subject matter specialists; (2) The objectives must be ones which currently are accepted as goals of American education by most schools; and (3) The objectives must be ones which are acceptable to thoughtful lay adults as reasonable goals of American education. For related documents, see TM 001 793 and 797.) (Author/CK) Primary type of information provided by report: Program Description (Historical Background) (Operating Procedures) (Program Goals); Procedures (Conceptual).

ED 067 398 TM 001 793

Questions and Answers about the National Assessment of Education Progress.

National Assessment of Educational Progress, Ann Arbor, Mich.

Pub Date—Apr 72

Note—8p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, Elementary School Students, *National Competency Tests, Secondary School Students, *Student Evaluation, Tests, Young Adults

Identifiers—*National Assessment of Educational Progress

Twenty-seven questions concerning the National Assessment of Educational Progress and their answers are provided in this pamphlet. (For related documents, see TM 001 789 and TM 001 797.) (DB) Primary type of information provided by report: Program Description (Operating Procedures) (Program Goals); Results (Utilization).

ED 068 513 TM 001 851

National Assessment Measuring American Education.

Education Commission of the States, Denver, Colo.

Pub Date—72

Note—36p.

Journal Cit—Compact; v6 n1 Feb 1972

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Educational Objectives, Evaluation Criteria, *Measurement Instruments, *National Competency Tests, Periodicals, *Program Effectiveness, *Student Evaluation, Testing

Identifiers—*National Assessment of Educational Progress

A selection of articles on National Assessment of Educational Progress, which measures American education, is presented with varying points of view. The introductory editorial reflects on the progress of National Assessment in measuring learning and in achieving its goal of sound rational decisions about the future of American education. The following articles deal with reasons for evaluating education, some values of assessment, industry as a consumer, the significance of National Assessment as compared to ordinary standardized tests, the first results, technical giants of the project, a layman's view, the possibility of changing American education, making the data work, trends in State assessment, and program support. Comments and quotes by individuals and publications about the program are also included. (LH) Primary type of information provided by report: Program Description (Program Goals); Procedures (Conceptual).

ED 073 007 SO 005 308

National Assessment of Educational Progress. Newsletter, Volume 5, Number 7.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date—Nov 72

Note—8p.

Available from—National Assessment of Educational Progress, 1860 Lincoln Street, Suite 300, Denver, Colorado 80203

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Citizenship, *Educational Objectives, *Evaluation, Literary Criticism, *Newsletters, Reading Ability, Reading Comprehension, Reading Skills

Identifiers—*National Assessment of Educational Progress

Published six times a year, the newsletter keeps educators abreast of assessment studies; forthcoming reports; staff announcements, meetings, and services rendered; notes of interest; and publications. The newsletter allows for dissemination of current information of the National Assessment which provides data to measure student knowledge, skills and understandings in ten subject-matter areas. The lead article provides findings from a recent report entitled "Reading Rate and Comprehension" which showed that there are few rapid readers with good comprehension; and, there is a pattern of slow readers with poor comprehension. Other articles preview a literature report assessing literary understanding to be released in December, 1972; describe the National Assessment Exercise Development Department; and reflect on the revised citizenship objectives for the 1973 assessment. Brief information is included on contract bids awarded for 1974, and an announcement of the Social Science Education Consortium plans for an interpretative report of citizenship goals data. Lastly, publications available through the NAEP office are listed. Those interested in receiving the free newsletter should get on the mailing list. A related document is ED 050 996. (SJM) Primary type of information provided by report: Results (Overview).

ED 106 399 UD 015 135
Herman, Magdalen
A Statement of Fact: The Size and Type of a Community Bear Upon Educational Results. A Look at National Assessment Results in Eight Learning Areas in the Light of Community Influence: A Special Report to Urban School Districts.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—Mar 75
Note—20p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Civics, *Community Characteristics, Educational Assessment, Elementary School Students, Language Skills, *Longitudinal Studies, Mathematics Education, *National Surveys, Reading Achievement, Science Education, Social Studies, *Socioeconomic Influences
Identifiers—*National Assessment of Educational Progress

How do size of communities and varying socioeconomic levels affect educational success? Is there a relationship between these factors and success in learning? This report is an attempt to look at National Assessment findings over the first four years, beginning in 1969 and ending in 1973. The National Assessment of Educational Progress is an information gathering project which surveys the educational attainments of 9, 13, 17 and 26 to 35-year olds in 10 learning areas. Data were gathered in the learning areas of science, citizenship and writing the first year; reading and literature the second year; social studies and music the third year; mathematics and science for the second time, the fourth year, or 1972-1973. In other words, change data were first reported in science and appeared in print in March 1975. Looking at results for the various sizes and types of communities (STOC groups) National Assessment considers in its reports, some evidence can be found of persistent patterns of educational attainment. The results in the area of reading are most indicative and underlie all other learning areas. Classification into type of community was based on occupation and place of residence, plus information about communities in which the respondents lived or attended school, but not about the individual. (Author/JM) Primary type of information provided by report: Results (Subgroup).

ED 113 381 TM 004 880
Johnson, Simon S.
Update on Education: A Digest of the National Assessment of Educational Progress.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date—75
Note—157p.
Available from—Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, Colorado 80203 ($5.95)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Academic Achievement, Adults, Citizenship, Comparative Analysis, *Educational Assessment, Elementary Secondary Education, Geographic Regions, Literature, Music, *National Surveys, Parent Background, Racial Differences, Reading, Sciences, Sex Differences, Social Studies, *Test Results, Writing (Composition)
Identifiers—*National Assessment of Educational Progress

Since 1969, the National Assessment of Educational Progress (NAEP) has gathered census-like information about levels of educational achievement across the country and reported its findings to the nation. Individuals were selected for examination so that the levels of achievement they demonstrated would be representative of the achievement of the entire country. Individuals were selected from four age levels–nine, 13, 17 and 26 through 35–which correspond to four key stages in the education of most individuals: the end of primary school, junior high school, high school and a few years past the end of formal schooling. The individuals were also classified according to region of the country, sex, race, parental education and size and type of community to provide additional information about types of schools and students. Achievement levels of young Americans in seven assessment areas are described in this volume–science, social studies, music, literature, reading, writing, and citizenship. Results of the seven assessments indicate that there are serious disparities in the achievement levels of various groups within the nation. The results indicate the degree of that disparity. (RC) Primary type of information provided by report: Results (Summary).

ED 115 701 TM 004 976
Mullis, Ina V. S.
Educational Achievement and Sex Discrimination.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Pub Date—75
Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Age, Citizenship, *Educational Assessment, Elementary Secondary Education, Mathematics, Nondiscriminatory Education, Performance Factors, Reading, Sciences, *Sex Differences, *Sex Discrimination, Socialization, Social Sciences, Social Studies
Identifiers—*National Assessment of Educational Progress

In the past years the National Assessment of Educational Progress (NAEP) has released results from a variety of learning areas. The purpose of this paper is to point out male-female differences in achievement across several learning areas. Hopefully, the results discussed here will be used as a basis for examining the possible existence of social and curriculum biases in these areas. Female and male performance in social sciences, mathematics, and science are nearly equal at age nine, but very different by adulthood. For example, at age nine, both sexes do equally well on numerical operation, geometry, and measurement, while males have a substantial advantage by adulthood. Since females have been found to read and write better than males, skills prerequisite for academic achievement, the superiority of males in social sciences, math, and science needs further explanation. It is hypothesized that females do not excell in political areas because social studies classes make it clear that females have not been actively involved in their countries' political decisions. No explanation is offered for why females are less able than males to answer questions concerning the location of the Great Lakes, the source of government revenues, and the purpose of the European Common Market. It is concluded that as sex barriers are lifted, females will be given the opportunity to reach their full potential. (BJG) Primary type of information provided by report: Results (Sex).

ED 117 133 TM 004 985
Herman, Magdalen, Comp.
Male-Female Achievement in Eight Learning Areas: A Compilation of Selected As-

sessment Results.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—[75]

Note—61p.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Age, Citizenship, *Comparative Analysis, Data Analysis, Data Collection, *Educational Assessment, Elementary Secondary Education, Literature, Mathematics, Music, *National Surveys, Reading, Sciences, *Sex Differences, Sex Discrimination, Social Studies, Student Attitudes, Tables (Data), Writing (Composition)

Identifiers—*National Assessment of Educational Progress

Results of the National Assessment of Educational Progress are examined in the context of male and female differences. Considered are the first four years, beginning in 1969 and ending in 1973. Data were gathered in the learning areas of science, citizenship and writing the first year; reading and literature the second year; social studies and music the third year; mathematics and science, for the second time, the fourth year, or 1972-73. In other words, change data were first reported in science and appeared in print in March 1975. Focusing only on sex differences, the results throughout the four age levels present questions and cause speculation about the educative process, the methods, time allotment and emphasis. Some may conclude that learning opportunities are not equal for both boys and girls in the majority of schools. Some may conclude that interst is lower among boys than girls, or the reverse, in a particular learning area. The experience of the reader will facilitate in interpretation of the findings presented here. (Author/BJG) Primary type of information provided by report: Results (Sex).

ED 189 731 EA 012 878

Forbes, Roy H.

National Assessment: Policy Decision Information.

Pub Date—8 Apr 80

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Assessment, Educational Planning, Elementary Secondary Education, National Programs

Identifiers—*National Assessment of Educational Progress

The purpose of the National Assessment of Educational Progress is to determine what young Americans know and can do, and to measure changes in their educational achievement over time. Several learning areas are monitored: reading and literature, writing, mathematics, science, social studies and citizenship, art, music, and career and occupational development. Each area is assessed every four to eight years through representative sampling of students and non-students at ages nine, thirteen, seventeen, and from twenty-six to thirty-five. National results are reported for each age group by region, sex, race, size and type of community, and level of parental education. Technical reports are prepared for use by the public, by policy makers, and by practitioners. Currently an effort is underway to increase the utilization of the information provided by the National Assessment program, which can be used directly or indirectly at several levels of program planning. This document describes several typical and possible uses for the assessment products available through the program. (Author/PGD) Primary type of information provided by report: Program Description (Program Goals) (Publications); Procedures (Utilization).

EJ 045 703 EA 502 001

Assessment Programs–Implications for Education. Educational Goals and Public Priorities: Education Commission of the States Annual Meeting. (5th, Boston, Massachusetts, July 7-9, 1971.) Clinic Session No. 5

Pub Date—71

Journal Cit—Compact-Special Issue; 5; 16

Descriptors—Achievement, Discussion, *Educational Improvement, *Educational Objectives, *Intelligence, *National Norms, *Public Policy

Identifiers—*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

B. Publications About NAEP from Non-ECS/NAEP Sources

1. Specific Assessments

a. ART

(1) First Assessment

(d) Results

EJ 130 364 SP 504 140
Wilson, Brent
National Assessment and the Future of Art Education
Pub Date—Apr 75
Journal Cit—Peabody Journal of Education; 52; 3; 213-16
Descriptors—*Art, Art Activities, Art Appreciation, *Art Education, *Educational Objectives, National Surveys
Identifiers—First Art Assessment (1975), *National Assessment of Educational Progress

This article discusses the implications of the National Assessment in art and its possible influence on the evaluation of art teaching and research in art education. (RC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

b. CAREER AND OCCUPATIONAL DEVELOPMENT

(1) First Assessment

(b) Assessment Instrument

ED 182 320 TM 009 978
Muratti, Jose E. And Others
Developing Parallel Career and Occupational Development Objectives and Exercise (Test) Items in Spanish for Assessment and Evaluation.
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—CASE-06-79
Pub Date—Jul 79
Grant—NIE-G-78-0057
Note—91p.; Appendices marginally legible
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Career Development, Criterion Referenced Tests, Educational Assessment, Educational Objectives, Elementary Secondary Education, National Competency Tests, *Spanish, Spanish Americans, *Spanish Speaking, *Test Construction, Testing Problems, Testing Programs, Test Items, Test Results, *Translation, Young Adults
Identifiers—First Career Occup Develop Assess (1974), National Assessment of Educational Progress, Test Equivalence

A parallel Spanish edition was developed of released objectives and objective-referenced items used in the National Assessment of Educational Progress (NAEP) in the field of Career and Occupational Development (COD). The Spanish edition was designed to assess the identical skills, attitudes, concepts, and knowledge of Spanish-dominant students ages 9, 13, and 17 as those measured by the NAEP English edition. The Spanish edition was to be used for field testing and validation; equivalent Spanish-language instructions for administration and scoring were also developed. It was designed to be linguistically compatible for children of both Caribbean and Mexican-American origin. Suggested uses of the validated Spanish edition included: (1) assessing the occupational and career awareness needs of Spanish-dominant students; (2) providing teachers and counselors with related objectives and criterion referenced items; (3) testing a national sample of Spanish-dominant students, and comparing norms with Hispanic surnamed students who took the English form of the NAEP; and (4) demonstrating a means of producing Spanish and other-language editions in other content areas. (Appendices include results of Puerto Ricans and Mexicans/Chicanos on the NAEP's COD items, analyzed by geographic region, sex, and size of city. (Author/GDC) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Released Exercises).

(c) Procedures

EJ 099 002 CG 507 220
Belcher, Robbie A. Wurtz, Robert E.
The Past is Pertinent
Pub Date—Jun 74
Journal Cit—Vocational Guidance Quarterly; 22; 4; 263-266
Descriptors—*Career Development, Career Planning, *Educational Objectives, *History, *Needs
Identifiers—First Career Occup Develop Assess (1974), National Assessment of Educational Progress

The past is viewed against the context of the present through early writings relevant to the 1971 Career and Occupational Development Objectives of the National Assessment of Educational Progress. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Objectives Development).

(d) Results

ED 147 490 CE 013 364
Katz, Martin R. And Others
The Cross-Sectional Story of Early Career Development as Revealed by the National Assessment of Educational Progress. Revised.
National Advisory Council for Career Education, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 77
Note—364p.; For related documents see CE 013 364, CE 013 414-416, and CE 013 864
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01782-2)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Adults, *Age Groups, Career Awareness, *Career Development, *Career Education, Career Planning, Cross Sectional Studies, Decision Making, *Educational Objectives, Grade 4, Grade 8, Grade 12, Individual Characteristics, Job Skills, National Surveys, Needs Assessment, Program Development, Skill Development, Student Needs, Vocational Education, *Work Attitudes
Identifiers—First Career Occup Develop Assess (1974), National Assessment of Educational Progress

One in a series of five publications reporting the results of a national career development needs study of four different age levels, this document presents a cross-sectional study of the data collected from samples of nine-year-olds, thirteen-year-olds, seventeen-year-olds, and adults (ages 26-35). An overview describing the assessment procedures, objectives, survey, subpopulations included, summary of the results, and possible uses of the career development needs series precedes a cross-sectional analysis of the data based on the following five objectives: prepare for making career decisions, improve career and occupational capabilities, possess skills that are generally useful in the world of work, practice effective work habits, and have positive attitudes toward work. Statistical tables are also included. (BM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 147 497 CE 013 414
Miller, Juliet V.
Career Development Needs of Nine-Year Olds: How to Improve Career Development Programs.
National Advisory Council for Career Education, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Aug 77
Note—97p.; For related documents see CE 013 364, CE 013 414-416, and CE 013 864
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01788-1)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Age, Age Groups, Career Awareness, *Career Development, Career Education, Career Planning, Decision Making, *Educational Objectives, Educational Research, Elementary Education, *Grade 4, Job Skills, National Surveys, Needs Assessment, Program Development, *Program Improvement, Skill Development, *Student Needs, *Test Results, Vocational Education, Work Attitudes
Identifiers—*Age 9, First Career Occup Develop Assess (1974), National Assessment of Educational Progress

Suggesting implications for career education program development and revision, this document is one in a series of five publications reporting results of a career development needs study of four different age levels. In this document, the assessment of career development needs of nine-year olds is presented in three major sections. Section 1 presents an overview of the National Assessment of Career and Occupational Development (COD), explaining the rationale, obectives, exercises, assessment samples, subpopulation data, and possible uses of the career development needs series. Section 2 presents the collected data on career development needs of nine-year-olds. The results are summarized and program implications are suggested under five broad objectives: prepare for making career decisions; improve career and occupational capabilities; possess skills that are generally useful in the world of work; practice effective work habits; and have positive attitudes toward work. Also organized by these five objectives, section 3 provides a more detailed description of the COD assessment data, including statistical tables. (BM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 147 498 CE 013 415
Aubrey, Roger F.
Career Development Needs of Thirteen-Year Olds: How to Improve Career Development Programs.
National Advisory Council for Career Education, Washington, D.C.
Spons Agency—Office of Education

(DHEW), Washington, D.C.
Pub Date—Aug 77
Note—157p.; For related documents see CE 013 364, CE 013 414-416, and CE 013 864
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01790-3)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Advisory Committees, Age, Age Groups, Career Awareness, *Career Development, Career Education, Career Planning, Decision Making, *Educational Objectives, *Grade 8, Job Skills, Junior High Schools, National Surveys, Needs Assessment, Program Development, *Program Improvement, Secondary Education, Skill Development, *Student Needs, *Test Results, Vocational Education, Work Attitudes
Identifiers—*Age 13, First Career Occup Develop Assess (1974), National Assessment of Educational Progress

Suggesting implications for career education program development and revision, this document is one in a series of five publications reporting results of a career development needs study of four different age levels. In this document, the assessment of career development needs of thirteen-year-olds is presented in three major sections. Section 1 presents an overview of the National Assessment of Career and Occupational Development (COD), explaining the rationale, objectives, exercises, assessment samples, subpopulation data, and possible uses of the career development needs series. Section 2 presents the collected data on career development needs of thirteen-year-olds. The results are summarized and program implications are suggested under five broad objectives: prepare for making career decisions; improve career and occupational capabilities; possess skills that are generally useful in the world of work; practice effective work habits; and have positive attitudes toward work. Also organized by these five objectives, section 3 provides a more detailed description of the COD assessment data, including statistical tables. (BM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 147 499 CE 013 416
Westbrook, Bert W.
Career Development Needs of Adults: How to Improve Career Development Programs.
National Advisory Council for Career Education, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Aug 77
Note—72p.; For related documents see CE 013 364, CE 013 414-416, and CE 013 864
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01787-3)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adults, Adult Students, Age, Age Groups, *Career Development, Career Planning, Decision Making, Educational Needs, *Educational Objectives, Job Skills, National Surveys, Needs Assessment, Program Development, *Program Improvement, Skill Development, *Test Results, Vocational Education, Young Adults
Identifiers—First Career Occup Develop Assess (1974), National Assessment of Educational Progress

Suggesting implications for career education program development and revision, this document is one in a series of five publications reporting results of a career development needs study of four different age levels. In this document, the assessment of career development needs of adults (ages 26-35) is presented in three major sections. Section 1 presents an overview of the National Assessment of Career and Occupational Development (COD), explaining the rationale, objectives, exercises, assessment samples, subpopulation data, and possible uses of the career development needs series. Section 2 presents the collected data on career development needs of adults. The results are summarized and program implications are suggested under three broad objectives: prepare for making career decisions; improve career and occupational capabilities; and possess skills that are generally useful in the world of work. Also organized by these three objectives, section 3 provides a more detailed description of the COD assessment data, including statistical tables. (BM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 147 555 CE 013 864
Mitchell, Anita M.
Career Development Needs of Seventeen Year Olds: How to Improve Career Development Programs.
National Advisory Council for Career Education, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Sep 77
Note—216p.; For related documents see CE 013 364, CE 013 414-416, and CE 013 864
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Age, Age Groups, Career Awareness, *Career Development, Career Education, Career Planning, Decision Making, *Educational Objectives, Educational Research, *Grade 12, High Schools, Job Skills, National Surveys, Needs Assessment, Program Development, *Program Improvement, Skill Development, *Student Needs, Test Results, Vocational Education, Work Attitudes
Identifiers—*Age 17, First Career Occup Develop Assess (1974), National Assessment of Educational Progress

Suggesting implications for career education program development and revision, this document is one in a series of five publications reporting results of a career development needs study of four different age levels. In this document, the assessment of career development needs of seventeen-year-olds is presented in three major sections. Section 1 presents an overview of the National Assessment of Career and Occupational Development (COD), explaining the rationale, objectives, exercises, assessment samples, subpopulation data, and possible uses of the career development needs series. Section 2 presents the collected data on the career development needs of seventeen-year-olds. The results are summarized and program implications are suggested under five broad objectives: prepare for making career decisions, improve career and occupational capabilities, possess skills that are generally useful in the world of work, practice effective work habits, and have positive attitudes toward work. Also organized by these five objectives, section 3 provides a more detailed description of the COD assessment data, including statistical tables. (BM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 159 456 CE 017 992
Gottfredson, Linda S.
Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—254
Pub Date—Jul 78
Grant—NIE-G-78-0210
Note—51p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Affirmative Action, *Blacks, Business, Career Choice, Elementary Secondary Education, *Females, Labor Market, National Surveys, *Occupational Aspiration, Postsecondary Education, Racial Balance, *Racial Differences, Self Evaluation, *Sex Differences, Sex Role, Socialization, Stereotypes, Values
Identifiers—Entrepreneurship, First Career Occup Develop Assess (1974), National Assessment of Educational Progress, Occupational Segregation

A study was conducted to examine race and sex differences in occupational aspirations and the role of these differences in perpetuating under- or overrepresentation of women and blacks in different occupations. The underrepresentation of women, especially blacks, in all levels of entrepreneurial jobs was stressed since these jobs constitute a large proportion of all jobs and pay better for less education than other fields. Data from the National Assessment of Educational Progress regarding occupational aspirations, values, and self-reported competencies of thirteen-year-olds, seventeen-year-olds, and adults aged twenty-six to thirty-five were used to examine race and sex differences in orientation to particular types of occupations. Based on these results, speculations were presented about how people adjust their occupational goals in ways that help perpetuate occupational segregation. The following five principles were formulated: (1) society-wide stereotypes about good jobs are mirrored in the occupational aspirations of children; (2) stereotypes about occupations appropriate for men are different from those for women; (3) these stereotypes are largely the same for all racial and ethnic groups; (4) as children go through adolescence their aspirations become more realistic; (5) and the races and sexes adjust their aspirations towards different sets of occupations. The data implied that strategies to decrease occupational segregation by decreasing educational handicaps will not eradicate all important differences and recommended that more attention be devoted to understanding the socialization processes that lead the races and sexes to seek different jobs. (Author/BM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 163 841 CE 506 617
Ahmann, J. Stanley
Assessing Job Knowledge and Generally Useful Skills of Young Americans
Pub Date—Spr 77
Journal Cit—Journal of Vocational Education Research; 2; 2; 1-15
Descriptors—Achievement Rating, *Adolescents, *Career Development, *Children, *Educational Assessment, Educational Research, Job Skills, National Competency Tests, *Skill Development, *Young Adults
Identifiers—First Career Occup Develop Assess (1974), National Assessment of Educational Progress, United States

Discusses data collection and presents data analysis of NAEP's (National Assessment of Educational Progress) career and occupational development (COD) assessment, designed to determine how knowledgeable young Americans are about the work of the world and how well developed their basic skills (needed to obtain almost any job) are. (SH) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

c. CITIZENSHIP

(1) First Assessment

(a) Program Description

ED 088 749 SO 007 098
Taylor, Bob L.
The National Assessment Model.
Pub Date—[74]
Note—14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Behavioral Objectives, *Citizenship, *Data Collection, *Educational Assessment, Educational Research, Educational Testing, Evaluation, Evaluation Methods, *National Surveys, Program Descriptions, Program Effectiveness, Research Methodology, Research Utilization, Sampling, School Surveys, Writing Exercises
Identifiers—First Citizenship Assessment (1970), *National Assessment of Educational Progress

The National Assessment is a plan for a systematic survey of knowledges, skills, understandings, and attitudes. The development of citizenship assessment described in this paper typifies the processes undergone for each subject–art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies, and writing. Of the following developmental components, emphasis has been placed on the first five, although the last two are now receiving greater attention: 1) development of objectives with the participation of educators and laymen; 2) development of exercises based on the objectives and representing various techniques and levels of difficulty; 3) determination of a probability population sample representing region, size of community, and socioeconomic status; 4) administration of the exercises to the sample of 9-, 13-, and 17-year olds and an adult group aged 26-35; 5) scoring and analysis of the exercises by machine and trained evaluators; 6) reporting and dissemination; and 7) utilization. Components 6 and 7 describe the census-like reporting of data without interpretation. National Assessment produced data based on a broad range of objectives from higher cognitive levels to the affective domain and not simply on factual knowledge. (JH) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

(c) Procedures

ED 071 982 SO 005 310
Fox, Karen F. A.
The National Assessment of Citizenship: Implications for Social Studies Research.
Pub Date—Nov 72
Note—15p.; Paper presented at meetings of the National Council for the Social Studies, Boston, Mass., November 21, 1972
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *Citizenship, Educational Objectives, Measurement Objectives, Models, *Research, *Social Studies
Identifiers—First Citizenship Assessment (1970), *National Assessment of Educational Progress

In this paper the National Assessment of citizenship's objectives, procedures, exercises, and findings are considered as a source of implications for further research in the area of social studies. First, the methodology of National Assessment can be used as a model for developing objectives, and for devising exercises to measure attainment of social studies objectives. Social studies curricula now depend highly upon standardized tests which compare each student with the average performance of all students, emphasize the average range, and require each respondent to answer all items. In contrast, National Assessment instruments are criterion-referenced, measuring the performance of groups of students, are geared to the ability of the high, average, and low student, and employ a sampling matrix. Secondly, the materials and exercises are available to researchers and have application to other areas in the social studies. Lastly, National Assessment data at their disposal, social studies researchers can interpret, apply and extend the findings in numerous ways. (SJM) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Utilization).

(d) Results

ED 093 906 TM 003 721
Taylor, Bob L.
Potential Uses of the National Assessment Model at the State and Local Levels.
Pub Date—[Apr 74]
Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Accountability, *Citizenship, Curriculum Development, *Educational Assessment, Information Dissemination, *Models, National Surveys, Objectives, *School Districts, *State Programs, Testing Programs, Use Studies
Identifiers—First Citizenship Assessment (1970), *National Assessment of Educational Progress

The model used by National Assessment for data gathering and reporting on the Citizenship area is described, and the potential uses of the model for state and local assessment, curriculum development, and accountability purposes are discussed. The study was carried out using papers and reports from the National Assessment of Educational Progress, Denver office, and state reports on adaptations of the model for state assessment needs. Adaptations of the model for curriculum development were identified, and, finally, adaptations of the model for accountability purposes were suggested and discussed. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

EJ 096 958 SO 502 836
Williams, Barbara I. Gilliard, June
One More Time: NAEP and Blacks
Pub Date—May 74
Journal Cit—Social Education; 38; 5; 422-424
Descriptors—*Blacks, Citizenship, *Educational Assessment, National Surveys, Performance Factors, *Racial Differences, Racial Discrimination, Social Studies
Identifiers—First Citizenship Assessment (1970), National Assessment of Educational Progress

NAEP results further confirm that "effective citizenship" is different for Black and non-Black populations. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

(2) Second Assessment

(b) Assessment Instrument

EJ 170 626 SO 505 939
Massey, Don van Manen, Max
Objectives for Citizen Education
Pub Date—W 78
Journal Cit—History and Social Science Teacher; 13; 2; 77-9
Descriptors—Citizenship, Citizenship Responsibility, *Civics, *Comparative Analysis, *Comparative Education, *Educational Objectives, Elementary Secondary Education, Social Studies, Student Responsibility
Identifiers—National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

Identifies and compares objectives of citizen education as defined by the National Education Association, the National Assessment of Educational Progress, and an international study of civic education in ten countries. (AV) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instrument (Objectives).

(d) Results

ED 179 470 SO 012 183
Jones, Ruth S.
Democratic Values and Pre-Adult Virtues: Tolerance, Knowledge and Participation.
Pub Date—79
Note—35p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, D.C., August 30-September 3, 1979)
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, Age Groups, Attitude Change, Behavioral Science Research, Beliefs, *Citizen Participation, Citizenship, *Democratic Values, Elementary Secondary Education, *Knowledge Level, *Political Attitudes, *Political Socialization, Politics, Questionnaires, Speeches, Student Attitudes, Surveys, *Youth

Identifiers—National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

Two political socialization issues were explored for 9-, 13-, and 17-year-old youth. The first issue was the extent to which there is a general orientation among American youth toward tolerance. The second issue was the relationship of tolerance among youth to political knowledge and orientation to political participation. A major objective of the study was to add information based on a national sample to the profile of political orientations of American youth. The inquiry was based on secondary analysis of 1976 National Assessment of Educational Progress (NAEP) data. From 1,800 to 2,000 youth in each age group were asked questions about tolerance attitudes, including should women run for public office? should atheists be allowed to vote? and should citizens be allowed to criticize the government? Youth in the nine-year-old group were asked simple picture-related questions of a similar nature. Statistical analysis of responses for all age groups indicated that there is modestly strong lip service given to general principles of equity and tolerance of diversity but severely constrained application of these general rules to both specific groups and activities. Questions asked at each age level are included and tables are presented which detail responses to specific questions within each age group. (DB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 191 759 SO 012 780
Jones, Ruth S.
News Media and Politicization: American Youth 1969-1975.
Pub Date—79
Note—27p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adolescents, Attitude Change, Attitude Measures, Data Analysis, Information Dissemination, Journalism, Junior High School Students, *Longitudinal Studies, *National Surveys, *News Media, Opinions, *Political Socialization, Radio, Secondary Education, Television
Identifiers—National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

This document discusses a study undertaken to analyze news media usage among 13- and 17-year-old students. Specifically, television, radio, and newspaper attention levels are assessed and interest in news topics are compared with topics of interest to teenagers during the Vietnam-Watergate era. The objective is to provide information on the impact of the media on the politicization of American youth. Data are derived from secondary analysis of national surveys undertaken by the National Assessment of Educational Progress in 1969 and 1975. More than 2,000 13-year-olds and 2,000 17-year-olds were included in each sample. Measures of news media usage included having a television and/or radio at home, having listened to or watched news yesterday, remembering anything from the program, having read the newspaper yesterday, and remembering any news. Findings indicated that by 1975, American youth of both age groups watched less TV news and read fewer newspapers than their age cohorts in 1969. In addition, although news media usage decreased during this period, individuals who used the news media in 1975 were as likely to recall news topics of interest as media users in 1969. It was also found that no single media dominated adolescents' attention in 1975 and that the linkage between television news and information levels was slightly stronger than the linkages between information levels and the other media. (Author/DB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 181 501 EA 509 973
Mehlinger, Howard
The NAEP Report on Changes in Political Knowledge and Attitudes, 1969-76
Pub Date—Jun 78
Available from—Reprint Available (See p. vii): UMI
Journal Cit—Phi Delta Kappan; 59; 10; 676-8
Descriptors—Elementary Secondary Education, Government (Administrative Body), Knowledge Level, *Political Attitudes, *Public Affairs Education, Students
Identifiers—*National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

Results showing the decline in students' attitudes and knowledge about government is focusing attention on the question of whether American youth are receiving an appropriate citizen education. (Author/IRT) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 205 735 UD 507 120
Jones, Ruth S.
Changes in the Political Orientations of American Youth: 1969-1975.
Pub Date—Jun79
Journal Cit—Youth and Society; v10 n4 p335-59 Jun 1979
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—*Age Differences, *Attitude Change, Citizen Participation, Participation, *Political Attitudes, Political Issues, *Political Socialization, *Racial Differences, *Sex Differences
Identifiers—National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

Longitudinal data from a national sample of students ages 9, 13, and 17 are used to study the levels of political knowledge and participation among American youth. Changes in these levels from 1969 to 1975 are examined. (Author/MC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Change) (Interpretation).

EJ 232 150 EA 513 421
Martin, Wayne H.
Citizenship Results from National Assessment.
Pub Date—Oct80
Available from—Reprint: UMI
Journal Cit—Educational Leadership; v38 n1 p39-40 Oct 1980
Pub Type— Journal Articles (080) — Reports - Research (143) — Opinion Papers (120)
Descriptors—*Citizenship, *Educational Assessment, Elementary Secondary Education, *Political Attitudes, *Politics, *Scores
Identifiers—National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

Data collected by the National Assessment of Educational Progress (NAEP) on 9-, 13-, and 17-year olds for two periods of time show a decline on items dealing with political knowledge and attitudes; but a gain in ability to describe ways to avoid future wars. (Author/MLF) Aspect of National Assessment (NAEP) dealt with in this document: Results (Change).

d. LITERATURE

(1) First Assessment

(c) Procedures

EJ 130 872 CS 706 927
Grindstaff, Faye Louise
The National Assessment of Literature: A Review
Pub Date—Spr 75
Journal Cit—Research in the Teaching of English; 9; 1; 80-97
Descriptors—Critical Reading, *Educational Research, Elementary Secondary Education, *English, Literature, *Literature Appreciation, Research Design, *Research Methodology, Research Reviews (Publications), Research Utilization
Identifiers—First Literature Assessment (1971), *National Assessment of Educational Progress

The research methodology of the National Assessment of Educational Progress reports on Literature Achievement is critiqued. Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development).

(d) Results

EJ 093 925 AA 517 966
Johnson, Simon S.
How Students Feel About Literature
Pub Date—Apr 74
Journal Cit—American Education; 10; 3; 6-10
Descriptors—Black Youth, Data Collection, Diagrams, *Literature Appreciation, *National Surveys, Novels, *Reading Interests, Sampling, *Student Attitudes
Identifiers—First Literature Assessment (1971), National Assessment of Educational Progress

National Assessment of Educational Progress. Their reading skills aside, young Americans not only attach great importance to studying literature but are remarkbly avid readers. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

(2) Second Assessment

(d) Results

ED 208 374 CS 006 326
Nordberg, Beverly
The Reading-Writing-Thinking Connection.
Pub Date—Sep 81
Note—15p.; Paper presented at the Meeting of the Fall Conference of the Wisconsin State Reading Association (Stevens Point, WI, September 11-12, 1981).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavioral Objectives, *Cognitive Processes, Elementary Education, *Integrated Activities, Learning Activities, *Reading Instruction, Reading Readiness, Writing Evaluation, *Writing Instruction, Writing Processes, Writing Readiness
Identifiers—National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

In response to the decline in thinking, reading, and writing skills, as indicated by the latest report of the National Assessment of Educational Progress, this paper offers elementary school teachers one framework for a classroom writing program to cultivate a reading-writing-thinking connection. Based on six categories of B. Bloom's taxonomy (knowledge, comprehension, application, analysis, synthesis, and evaluation), each segment of the model is accompanied by intended student behaviors and model writing activities. Writing activities for prereading are also provided, along with suggestions for evaluation of children's written work and hints to help make the handling of papers more manageable. (HOD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

e. MATHEMATICS

(1) First Assessment

(a) Program Description

EJ 036 445 SE 503 063
Foreman, Dale I. Mehrens, William A.
National Assessment in Mathematics
Pub Date—Mar 71
Journal Cit—Mathematics Teacher; 64; 3; 193-199
Descriptors—*Academic Achievement, *Evaluation, Longitudinal Studies, *Mathematics, *Mathematics Education
Identifiers—First Mathematics Assessment (1973), National Assessment of Educational Progress

A report of the development of objectives and exercises in the mathematics area of the National Assessment of Educational Progress that has taken place between 1964 and the present. (FL) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Progress Report).

(d) Results

ED 115 512 SE 019 986
Overview and Analysis of School Mathematics, Grades K-12.
Conference Board of the Mathematical Sciences, Washington, D.C. National Advisory Committee on Mathematical Education.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—75
Note—172p.
Available from—Conference Board of the Mathematical Sciences, 2100 Pennsylvania Avenue, N.W., Suite 832, Washington, D.C. 20037 (Single copies available upon request)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Advisory Committees, *Curriculum, Educational Change, Educational Planning, Elementary Secondary Education, Evaluation, *Instruction, *Mathematics Education, *Reports
Identifiers—Conference Board of the Mathematical Sciences, First Mathematics Assessment (1973), NACOME, *National Advisory Committee on Math Education, National Assessment of Educational Progress

By appointment of the Conference Board of the Mathematical Sciences, a committee was established to investigate the status of mathematical education at the pre-college levels. Drawing on the data gathered and published by the National Assessment of Educational Progress, the National Center for Educational Statistics' survey of course offerings and enrollments at public secondary schools, and the American Institutes for Research's survey concerning computing activities in secondary education, as well as the committee's own studies of statewide objective and testing programs and of elementary school curricula and instruction, the report addresses a broad spectrum of issues. Chapters of the report are devoted to a summary and analysis of the curricular reforms during 1955-1975, identification and discussion of current curricular emphases, analysis of alternative instructional situations and patterns, discussion of teacher education, and statement of recommendations for policy changes as well as for research and development. Two overriding policy recommendations advocate the avoidance of dichotomizing mathematics (e.g., "old" vs. "new") and the commitment to quality mathematical education for all. Suggestions concerning curriculum, teacher education, evaluation, and research are presented in detail. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 156 443 SE 024 350
Carpenter, Thomas And Others
Results from the First Mathematics Assessment of the National Assessment of Educational Progress.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date—78
Note—140p.; Report from the NCTM Project for Interpretive Reports on National Assessment
Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 ($5.50 nonmembers, $4.95 members; Discounts on quantity orders; All orders totaling $20.00 or less must be accompanied by payment; There is a $1.00 service charge on cash orders totaling less than $5.00)
Pub Type— Books (010)
Document Not Available from EDRS.
Descriptors—Adult Education, *Data Analysis, *Educational Assessment, *Educational Research, Elementary Secondary Education, Evaluation, *Mathematics Education, Statistical Data, *Testing, Test Interpretation
Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress, National Council of Teachers of Mathematics

This monograph is a comprehensive presentation and discussion of the 1972-73 National Assessment mathematics data. It is a report from the National Council of Teachers of Mathematics Project for Interpretive Reports on National Assessment. The report examines data from four age groups (nine, thirteen, seventeen, and adult) and evaluates performance in a number of content areas including: number and numeration concepts, arithmetic computation, algebra, geometry, measurement, consumer mathematics, trigonometry, sets and logic, exponents, and probability. (MN) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 163 026 TM 007 844
Wong, Shirley M.
A Measurement of the Basic Consumer-Related Mathematical Competency of Urban Grade 12 Students. Report No. 78:20.
Educational Research Inst. of British Columbia, Vancouver.
Pub Date—15 Jun 78
Grant—ERIBC-DG-154
Note—24p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Arithmetic, *Basic Skills, *Consumer Education, Foreign Countries, High Schools, Item Analysis, *Mathematics, *National Competency Tests, Testing Programs, Urban Schools
Identifiers—British Columbia (Vancouver), Canada, First Mathematics Assessment (1973), National Assessment of Educational Progress

Canadian students on the verge of completing their secondary education were tested to determine their proficiency in solving consumer-related mathematics problems that might be frequently encountered in their post-secondary everyday life. Their proficiency was rated as very good in basic computation and use of tables; satisfactory in comparison pricing; weak in percentages; and very weak in calculation of gross pay using a time card, and reconciliation of checkbook and bank statement. Although these findings indicate greater proficiency than was reported by the National Assessment of Educational Progress in the United States in 1972-1973, and the Learning Assessment Program in Mathematics in British Columbia in 1977, the author indicates that a higher level of proficiency might have been expected when over 80% of the students surveyed had completed eleven years of mathematics instruction. Placing more emphasis on the teaching of personal finance skills is recommended. (Author/CTM) Aspectof National Assessment (NAEP) dealt with in this document: Results (Utilization).

EJ 090 172 SE 510 243
Martin, Wayne H. Wilson, James W.
The Status of National Assessment in Mathematics
Pub Date—Jan 74
Journal Cit—Arithmetic Teacher; 21; 1; 49-53
Descriptors—*Achievement, Educational Research, Educational Status Comparison, *Evaluation, Formative Evaluation, *Longitudinal Studies, *Mathematics Education, Test Construction, Testing
Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Results (Selective).

EJ 126 740 SE 514 760
Carpenter, Thomas P. And Others
Results and Implications of the NAEP Mathematics Assessment: Secondary School
Pub Date—Oct 75
Journal Cit—Mathematics Teacher; 68; 6; 453-470
Descriptors—Algebra, Geometry, *Mathematics Education, Measurement, Number Concepts, *Research, Secondary Education, *Secondary School Mathematics, *Testing Programs, *Test Results
Identifiers—First Mathematics Assessment

(1973), *National Assessment of Educational Progress

The results of the first report on the mathematical abilities of 13 and 17 year-olds by the National Assessment of Education Progress (NAEP) are summarized and interpreted. A similar article for elementary school mathematics appears in SE 514 769. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 126 749 SE 514 769
Carpenter, Thomas P. And Others
Results and Implications of the NAEP Mathematics Assessment: Elementary School
Pub Date—Oct 75
Journal Cit—Arithmetic Teacher; 22; 6; 438-450
Descriptors—Elementary Education, *Elementary School Mathematics, Geometry, *Mathematics Education, Measurement, National Surveys, Number Concepts, *Research, *Testing Programs, *Test Results
Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress

The results in the first report on the mathematical abilities of 9- and 13-year-old students by the National Assessment of Educational Progress are summarized and interpreted. A similar report on secondary school mathematics students appears in SE 514 760. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 126 756 SE 514 776
Carpenter, Thomas P. And Others
Notes from National Assessment: Basic Concepts of Area and Volume
Pub Date—Oct 75
Journal Cit—Arithmetic Teacher; 22; 6; 501-507
Descriptors—*Curriculum, Elementary Education, *Elementary School Mathematics, *Geometric Concepts, Geometry, *Instruction, Mathematics Education, Research, *Research Utilization, Test Results
Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress

Results of National Assessment problems on area are used to highlight the difficulties elementary students have with area and volume concepts. Recommendations for instruction include the provision for substantial practice with coverings before the introduction of computational short-cuts. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 128 372 SE 515 070
Carpenter, Thomas P. And Others
Notes from National Assessment: Perimeter and Area
Pub Date—Nov 75
Journal Cit—Arithmetic Teacher; 22; 7; 586-590
Descriptors—*Curriculum, Elementary Education, *Elementary School Mathematics, *Geometric Concepts, Geometry, *Instruction, Mathematics Education, Research, *Research Utilization, Test Results
Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress

Responses to area and preimeter questions asked of 9-, 13-, 17-year-olds and young adults in the National Assessment are summarized. Recommendations for instruction aimed at improving these results are described. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 130 107 SE 515 277
Carpenter, Thomas P. And Others
Subtraction: What do Students Know?
Pub Date—Dec 75
Journal Cit—Arithmetic Teacher; 22; 8; 653-657
Descriptors—Achievement, *Elementary School Mathematics, Elementary Secondary Education, Instruction, *Mathematics Education, *National Competency Tests, Research, *Research Utilization, *Subtraction, Surveys
Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress

Results of the National Assessment of Education Progress (NAEP) related to subtraction are summarized and interpreted. Implications for instruction are discussed. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 130 258 SE 515 576
Carpenter, Thomas P. And Others
Notes from National Assessment: Recognizing and Naming Solids
Pub Date—Jan 76
Journal Cit—Arithmetic Teacher; 23; 1; 62-66
Descriptors—Curriculum, *Elementary School Mathematics, Elementary Secondary Education, *Geometric Concepts, Mathematical Vocabulary, *Mathematics Education, *National Competency Tests, Research, *Research Utilization, Surveys
Identifiers—First Mathematics Assessment (1973), National Assessment of Educational Progress

The results of the National Assessment of Educational Progress concerning students' recognition of the names of solid objects are summarized. Implications for the teaching of elementary school mathematics are discussed. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 133 404 SE 515 801
Carpenter, Thomas P. And Others
Using Research in Teaching. Notes from National Assessment: Addition and Multiplication with Fractions
Pub Date—Feb 76
Journal Cit—Arithmetic Teacher; 23; 2; 137-142
Descriptors—Addition, *Elementary School Mathematics, Elementary Secondary Education, *Fractions, *Mathematics Education, Multiplication, *National Competency Tests, Research, *Research Utilization, Surveys
Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress

The performance of 13 and 17-year-olds on National Assessment items involving computation with fractions is reviewed, together with findings from related research. Recommendations for improving instruction are offered. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 135 036 SE 516 073
Carpenter, Thomas P. And Others
Notes from National Assessment: Processes Used on Computational Exercises
Pub Date—Mar 76
Journal Cit—Arithmetic Teacher; 23; 3; 217-222
Descriptors—*Algorithms, Basic Skills, *Elementary School Mathematics, Elementary Secondary Education, Instruction, *Mathematics Education, *National Competency Tests, Research, *Research Utilization, Surveys
Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress

Various algorithms used in addition, subtraction, and division problems were identified. The percentages of people in the National Assessment survey populations using each method are reported, as are the percentages of those using the most popular methods who answered correctly. Implications for instruction are discussed. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 139 903 SE 516 368
Carpenter, Thomas P. And Others
Using Research in Teaching: Notes from National Assessment: Estimation
Pub Date—Apr 76
Journal Cit—Arithmetic Teacher; 23; 4; 296-302
Descriptors—*Elementary School Mathematics, Elementary Secondary Education, Instruction, *Mathematics Education, *National Competency Tests, *Number Concepts, Research, *Research Utilization, Surveys
Identifiers—Estimation (Mathematics), First Mathematics Assessment (1973), *National Assessment of Educational Progress

Performance of 9-year-olds, 17-year-olds, and young adults on questions related to numerical estimation is reported. Implications for instruction are discussed. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 140 099 SE 516 685
Carpenter, Thomas P. And Others
Notes from National Assessment: Word Problems
Pub Date—May 76

Journal Cit—Arithmetic Teacher; 23; 5; 389-393

Descriptors—*Elementary School Mathematics, Elementary Secondary Education, Instruction, *Mathematics Education, *National Competency Tests, *Problem Solving, Research, *Research Utilization, Surveys

Identifiers—First Mathematics Assessment (1973), National Assessment of Educational Progress

Performance on several word problems used in the National Assessment of Educational Progress is discussed. Errors are analyzed for different age groups, and the overall findings are compared with results of related research. Implications for instruction are derived. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 148 046 EA 507 742
Reys, Robert E.
Consumer Math: Just How Knowledgeable Are U.S. Young Adults?
Pub Date—Nov 76
Journal Cit—Phi Delta Kappan; 58; 3; 258-260
Descriptors—*Consumer Education, *Educational Assessment, *Mathematical Applications, *Young Adults
Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress

Analyzes National Assessment of Educational Progress data on the computational ability of young adults 26 to 35 years of age. A high percentage of young adults can't balance a checkbook, use an income tax table, or apply simple math concepts in determining unit pricing. (Author/IRT) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 148 897 SE 517 805
Carpenter, Thomas P. And Others
Research Implications and Questions From the Year 04 NAEP Mathematics Assessment
Pub Date—Nov 76
Journal Cit—Journal for Research in Mathematics Education; 7; 5; 327-336
Descriptors—Elementary School Mathematics, Elementary Secondary Education, *Evaluation, *Mathematics Education, *Research Needs, Secondary School Mathematics
Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress

This article indicates some needed research suggested from examining NAEP mathematics assessment data. (DT) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 174 237 SE 520 472
Olson, Melfried
Computational Competencies of Prospective Elementary Mathematics Teachers
Pub Date—Nov 77
Available from—Reprint Available (See p. vii): UMI
Journal Cit—School Science and Mathematics; 77; 7; 613-4
Descriptors—*Achievement, *Computation, Educational Research, *Elementary School Mathematics, *Evaluation, Higher Education, *Mathematics Education, National Surveys, *Preservice Teacher Education, Teacher Education
Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress

Eighteen computational skill exercises from the National Assessment of Educational Progress (NAEP) were given to 117 prospective elementary teachers. The percentage of subjects answering each item correctly is compared with NAEP's findings for 13-, 17-, and 26-35-year-olds. (CP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

(2) Second Assessment

(d) Results

ED 204 107 SE 034 989
Carpenter, Thomas P. And Others
Results from the Second Mathematics Assessment of the National Assessment of Educational Progress.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Spons Agency—National Science Foundation, Washington, D.C.
Report No.—ISBN-0-87353-172-8
Pub Date—81
Grant—NSF-SED-7920086
Note—167p.
Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Dr., Reston, VA 22091 ($12.50; Individual members, bookstores, or orders of 10 or more copies earn a discount of 20% off the list price).
Pub Type— Reports - Research (143)
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Achievement, Educational Assessment, *Evaluation, Learning Problems, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *National Competency Tests, National Surveys, Problem Solving, Research, School Surveys, Sex Differences, Testing
Identifiers—*Mathematics Education Research, *National Assessment of Educational Progress, Second Mathematics Assessment (1978)

This publication provides a comprehensive interpretation of the second mathematics assessment completed during the 1977-78 school year by the National Assessment of Educational Progress (NAEP). The NAEP results suggest strong implications for the mathematics curriculum of the 1980's that mathematics educators need to evaluate with care. The results indicate that the emphasis on basics has produced a generation of students who can compute but cannot apply their knowledge to the solution of real-life problems. Further, information from the assessment is seen to relate directly to the National Council of Teachers of Mathematics (NCTM) recommendations for school mathematics for the 1980's as stated in "An Agenda for Action," which promotes the need for problem solving as the focus of school mathematics in the coming decade. An overview of National Assessment and changes in acheivement since the first assessment in 1973 are also discussed. Results are reported by race and sex in two appendices. (MP) Primary type of information provided by report: Results (Interpretation).

EJ 195 195 SE 523 602
Reys, Robert E.
Basic Concepts of Probability-What Do People Know?
Pub Date—Dec78
Available from—Reprint: UMI
Journal Cit—School Science and Mathematics; v78 n8 p649-54 Dec 1978
Descriptors—*Curriculum, Elementary Secondary Education, *Instruction, *Knowledge Level, *Mathematics Education, *Probability, *Testing Programs
Identifiers—*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

This discussion of the results from the probability questions of the National Assessment of Educational Progress (NAEP) identifies probability as an area of serious concern. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 222 430 SE 527 037
Carpenter, Thomas P. And Others
Results and Implications of the Second NAEP Mathematics Assessments: Elementary School.
Pub Date—Apr80
Available from—Reprint: UMI
Journal Cit—Arithmetic Teacher; v27 n8 p10-12,44 Apr 1980
Pub Type— Journal Articles (080) — Reports - General (140)
Descriptors—*Achievement, Computation, *Educational Assessment, Elementary Education, *Elementary School Mathematics, Fractions, Mathematics Education, Number Concepts, Whole Numbers
Identifiers—*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

The National Assessment of Educational Progress (NAEP) has completed its second mathematical assessment. This article focuses on the results from the second assessment of 9 year olds and 13 year olds; major results of the content areas are summarized and examples of the data are given to support the conclusions. (Author/MK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 224 414 SE 527 324
Carpenter, Thomas P. And Others
Results of the Second NAEP Mathematics Assessment: Secondary School.
Pub Date—May80
Available from—Reprint: UMI
Journal Cit—Mathematics Teacher; v73 n5 p329-38 May 1980

Pub Type— Journal Articles (080)
Descriptors—Academic Achievement, *Educational Assessment, Mathematics Curriculum, *Mathematics Education, *National Surveys, Outcomes of Education, *Research, Secondary Education, *Secondary School Mathematics
Identifiers—*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Highlights are given of the results of the second mathematics assessment of the National Assessment of Educational Progress (NAEP), for 13 and 17 year olds, in the areas of number, algebra, geometry, measurement, and other miscellaneous topics. Changes from the previous assessment and conclusions are also included. (MK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Change) (Interpretation).

EJ 226 446 SE 527 568
Hill, Shirley A.
National Assessment of Educational Progress.
Pub Date—80
Journal Cit—American Mathematical Monthly; v87 n6 p427-28 Jun-Jul 1980
Pub Type— Journal Articles (080) — Opinion Papers (120)
Descriptors—*Academic Achievement, *Educational Assessment, Elementary Secondary Education, *Knowledge Level, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, National Surveys, *Problem Solving
Identifiers—*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Comments on the results of the second mathematics assessment done by National Assessment of Educational Progress by the president of the National Council of Teachers of Mathematics. A "critical need for attention to higher-order cognitive skills" is pointed out. (MK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 230 908 SE 527 867
Carpenter, Thomas P. And Others
Solving Verbal Problems: Results and Implications from National Assessment.
Pub Date—Sep80
Available from—Reprint: UMI
Journal Cit—Arithmetic Teacher; v28 n1 p8-12 Sep 1980
Pub Type— Journal Articles (080) — Information Analyses (070)
Descriptors—*Achievement, Addition, *Cognitive Development, *Educational Assessment, Elementary Secondary Education, *Mathematical Concepts, *Mathematics Education, Multiplication, *Problem Solving, Subtraction
Identifiers—*National Assessment of Educational Progress, Number Operations, Second Mathematics Assessment (1978)

Discussed are the results of the second National Assessment of Educational Progress (NAEP) mathematics assessment concerning children's ability to solve verbal problems. The data indicate that the commonly held view that children cannot solve word problems may be an oversimplification. (Author/TG) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 230 922 SE 527 891
Carpenter, Thomas P. And Others
NAEP Note: Problem Solving.
Pub Date—Sep80
Available from—Reprint: UMI
Journal Cit—Mathematics Teacher; v73 n6 p427-33 Sep 1980
Pub Type— Journal Articles (080)
Descriptors—*Algorithms, Experiential Learning, Mathematical Models, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Problem Solving, Secondary Education, *Secondary School Mathematics, Teaching Methods
Identifiers—*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Student weaknesses on problem-solving portions of the NAEP mathematics assessment are discussed using Polya's heuristics as a framework. Recommendations for classroom instruction are discussed. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 232 909 SE 528 130
Carpenter, Thomas P. And Others .
Students' Affective Responses to Mathematics: Secondary School Results from National Assessment.
Pub Date—Oct80
Available from—Reprint: UMI
Journal Cit—Mathematics Teacher; v73 n7 p531-39 Oct 1980
Pub Type— Journal Articles (080)
Descriptors—Attitude Measures, *Attitudes, Evaluation, Learning Theories, Mathematics, *Mathematics Curriculum, *Mathematics Education, Research, *Student Attitudes, *Test Results, Tests
Identifiers—*Mathematics Education Research, *National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Attitude results from the second National Assessment of Educational Progress (NAEP) are presented. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 232 917 SE 528 138
Carpenter, Thomas P. And Others
Students' Affective Responses to Mathematics: Results and Implications from National Assessment.
Pub Date—Oct80
Available from—Reprint: UMI
Journal Cit—Arithmetic Teacher; v28 n2 p34-37,52 Oct 1980
Pub Type— Journal Articles (080)
Descriptors—Affective Measures, *Attitude Measures, Attitudes, *Educational Assessment, Elementary Education, *Elementary School Mathematics, *Mathematics Curriculum, Mathematics Instruction, School Surveys, *Student Attitudes, Student Characteristics, Surveys, Testing Programs
Identifiers—*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Results and implications from the attitude exercises of the second National Assessment of Educational Progress (NAEP) for mathematics are presented and discussed. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 237 356 SE 528 398
Rathmell, Edward C.
Concepts of the Fundamental Operations: Results and Implications from National Assessment.
Pub Date—Nov80
Available from—Reprint: UMI
Journal Cit—Arithmetic Teacher; v28 n3 p34-37 Nov 1980
Pub Type— Journal Articles (080)
Descriptors—Addition, Division, *Elementary School Mathematics, Elementary Secondary Education, *Mathematical Concepts, *Mathematical Models, *Mathematics Education, Multiplication, *Student Characteristics, Subtraction
Identifiers—*Mathematics Education Research, National Assessment of Educational Progress, *Number Operations, Second Mathematics Assessment (1978)

An analysis is presented of pupil responses to several items on the second National Assessment of Educational Progress (NAEP) mathematics survey which focused on the concepts and models of the fundamental operations. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 237 426 SE 528 527
Bestgen, Barbara J.
Making and Interpreting Graphs and Tables: Results and Implications from National Assessment.
Pub Date—Dec80
Available from—Reprint: UMI
Journal Cit—Arithmetic Teacher; v28 n4 p26-29 Dec 1980
Pub Type— Journal Articles (080)
Descriptors—*Academic Ability, *Cognitive Ability, Educational Assessment, Elementary Education, *Elementary School Mathematics, *Graphs, Mathematical Applications, *Mathematics Education, National Surveys, Problem Solving, Student Characteristics
Identifiers—*Mathematics Education Research, *National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Results of the National Assessment of Educational Progress related to student ability to use information from graphs and charts is discussed. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 237 482 SE 528 597
Carpenter, Thomas P. And Others
The Current Status of Computer Literacy: NAEP Results for Secondary Students.
Pub Date—Dec80
Available from—Reprint: UMI

Journal Cit—Mathematics Teacher; v73 n9 p669-73 Dec 1980
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—*Computer Oriented Programs, *Evaluation, *Mathematics Curriculum, Secondary Education, *Secondary School Mathematics, Student Characteristics
Identifiers—Computer Literacy, *Mathematics Education Research, *National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Data on computer literacy from the 1977-78 National Assessment of Educational Progress (NAEP) are discussed. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 239 318 SE 528 739
Kerr, Donald R., Jr.
A Geometry Lesson from National Assessment.
Pub Date—Jan81
Available from—Reprint: UMI
Journal Cit—Mathematics Teacher; v74 n1 p27-32 Jan 1981
Pub Type— Journal Articles (080) — Guides - Classroom - Teacher (052)
Descriptors—*Educational Assessment, Experiential Learning, Geometric Concepts, *Geometry, *Mathematics Curriculum, *Mathematics Instruction, Problem Solving, Secondary Education, *Secondary School Mathematics, Teaching Methods
Identifiers—*Mathematics Education Research, *National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Data from some geometric exercises administered during the 1977-78 mathematics assessment of the National Assessment of Educational Progress (NAEP) are analyzed, and suggestions for correcting student deficiencies are presented. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 239 344 SE 528 777
Carpenter, Thomas P. And Others
Calculators in Testing Situations: Results and Implications from National Assessment.
Pub Date—Jan81
Available from—Reprint: UMI
Journal Cit—Arithmetic Teacher; v28 n5 p34-37 Jan 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—Algorithms, *Calculators, *Educational Assessment, *Educational Research, Elementary Secondary Education, *Mathematics Education, National Surveys, *Problem Solving, Testing
Identifiers—*Mathematics Education Research, *National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Data from the 1977-78 mathematics assessment of the National Assessment of Educational Progress (NAEP) on the use of calculators are discussed. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 241 137 SE 528 936
Hiebert, James
Units of Measure: Results and Implications from National Assessment.
Pub Date—Feb81
Available from—Reprint: UMI
Journal Cit—Arithmetic Teacher; v28 n6 p38-43 Feb 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—*Educational Research, Elementary Secondary Education, Evaluation, *Mathematical Applications, *Mathematical Concepts, *Mathematics Education, *Mathematics Instruction, *Measurement
Identifiers—*Mathematics Education Research, National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Some insight into school students' understanding of measuring with units as revealed by the mathematics assessment of the National Assessment of Educational Progress (NAEP) is discussed. Sample exercises and responses are presented and implications for instruction are reviewed. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 241 193 SE 529 011
Maier, Eugene
Folk Mathematics.
Pub Date—Dec80
Journal Cit—Mathematics Teaching; n93 p21-23 Dec 1980
Pub Type— Journal Articles (080) — Opinion Papers (120)
Descriptors—*Curriculum Development, Elementary Secondary Education, Mathematical Applications, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Problem Solving, *Relevance (Education)
Identifiers—*Estimation (Mathematics), *Mental Computation, National Assessment of Educational Progress, Second Mathematics Assessment (1978)

An example of an unrealistic "real world" problem from the National Assessment of Educational Progress highlights a comparison of school and "folk" mathematics. The failures of typical problems taught in school and some suggested remedies are featured. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Special Analyses).

EJ 242 908 SE 529 129
McKillip, William D.
Computational Skill in Division: Results and Implications from National Assessment.
Pub Date—Mar81
Available from—Reprint: UMI
Journal Cit—Arithmetic Teacher; v28 n7 p34-37 Mar 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—Algorithms, *Division, Elementary Secondary Education, *Evaluation, *Mathematics Education, *Mathematics Instruction, *Performance, Testing
Identifiers—*Mathematics Education Research, *National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Student performance on division exercises in the recent National Assessment of Educational Progress (NAEP) is reviewed. Pupil performance on selected exercises is reported and followed by some suggestions for improvement in the teaching of this skill. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

EJ 243 023 SE 529 316
Carpenter, Thomas P. And Others
Decimals: Results and Implications from National Assessment.
Pub Date—Apr81
Available from—Reprint: UMI
Journal Cit—Arithmetic Teacher; v28 n8 p34-37 Apr 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—*Decimal Fractions, Elementary School Mathematics, Elementary Secondary Education, *Evaluation, Fractions, *Mathematical Concepts, *Mathematics Education, Mathematics Instruction, *Number Concepts
Identifiers—*Mathematics Education Research, *National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Results of the second mathematics assessment of the National Assessment of Educational Progress (NAEP) indicate how 9-year-olds handled decimals prior to much formal instruction, and give insight into areas of difficulty for 13-year-olds who have received instruction. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 246 313 SE 529 503
Post, Thomas R.
Fractions: Results and Implications from National Assessment.
Pub Date—May81
Journal Cit—Arithmetic Teacher; v28 n9 p26-31 May 1981
Pub Type— Journal Articles (080) — Guides - Classroom - Teacher (052) — Reports - Research (143)
Descriptors—*Addition, Elementary Secondary Education, *Fractions, *Mathematics Education, *Mathematics Instruction, National Programs, *Problem Solving, Rational Numbers, Teaching Methods, Testing, *Test Results
Identifiers—*National Assessment of Educational Progress, Second Mathematics Assessment (1978)

The results of exercises related to fractions on the National Assessment of Educational Progress (NAEP) for 9- and 13-year-olds are reported. This discussion is followed by suggestions on ways to help students be more successful when adding fractions. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 246 318 SE 529 515
Carpenter, Thomas P. And Others
What Are the Chances of Your Students Knowing Probability?
Pub Date—May81
Available from—Reprint: UMI
Journal Cit—Mathematics Teacher; v74 n5 p342-44 May 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—Mathematical Concepts, *Mathematics Curriculum, *Mathematics Instruction, *Probability, *Problem Solving, Secondary Education, *Secondary School Mathematics, Testing, *Test Results
Identifiers—*Mathematics Education Research, National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Results of the second mathematics assessment of the National Assessment of Educational Progress (NAEP) are analyzed with regard to the performance of 13- and 17-year-olds on probability exercises. The results suggest that this area has been neglected in mathematics instruction. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 254 217 SE 530 103
Fennema, Elizabeth Carpenter, Thomas P.
Sex-Related Differences in Mathematics: Results from National Assessment.
Pub Date—Oct81
Available from—Reprint: UMI
Journal Cit—Mathematics Teacher; v74 n7 p554-59 Oct 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—*Achievement, Educational Research, Evaluation, *Females, *Mathematics Curriculum, Secondary Education, *Secondary School Mathematics, *Sex Differences
Identifiers—*Mathematics Education Research, *National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Data from the second mathematics assessment of the National Assessment of Educational Progress shows little difference between males and females in overall mathematics achievement at ages 9 and 13. However, at age 17, females are not achieving as well in mathematics as males. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Selective).

EJ 254 218 SE 530 104
Anick, Constance Martin And Others
Minorities and Mathematics: Results from the National Assessment of Educational Progress.
Pub Date—Oct81
Available from—Reprint: UMI
Journal Cit—Mathematics Teacher; v74 n7 p560-66 Oct 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—*Achievement, Educational Research, Mathematics Curriculum, Mathematics Education, *Minority Group Children, *Minority Groups, *National Surveys, Secondary Education, *Secondary School Mathematics
Identifiers—*Mathematics Education Research, *National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Data from the second mathematics assessment of the National Assessment of Educational Progress (NAEP) appear to clearly document that serious inequities exist in the mathematics education of Black and Hispanic students in the United States. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 257 007 SE 530 592
Hirstein, James J.
The Second National Assessment in Mathematics: Area and Volume.
Pub Date—Dec81
Available from—Reprint: UMI
Journal Cit—Mathematics Teacher; v74 n9 p704-08 Dec 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—Elementary Secondary Education, *Geometric Concepts, *Mathematical Concepts, *Mathematics Education, *Measurement, *Testing
Identifiers—Area, *Mathematics Education Research, *National Assessment of Educational Progress, Second Mathematics Assessment (1978), Volume (Mathematics)

Data on the ability of pupils to deal with measurement concepts at the middle and high school levels are discussed. Results on items related to area and volume concepts indicate that conceptual problems account for most of the errors that students make on these topics. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

f. MUSIC

(1) First Assessment

(d) Results

EJ 045 641 AA 510 730
A National Assessment of Achievement in Music Education
Pub Date—Nov 71
Journal Cit—Music Educators Journal; 58; 3; 73-8
Descriptors—Achievement, Children, Measurement, *Music Education, *National Surveys, Statistical Surveys, Young Adults, Youth
Identifiers—First Music Assessment (1972), *National Assessment of Educational Progress

George H. Johnson, director of operations for the National Assessment of Educational Progress, Denver, Colorado, answers questions from a panel representing the music education community. (MC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

EJ 112 495 EA 505 866
Benner, Charles H.
'Dough'-re-mi Can Put Students on Key in Other Subjects
Pub Date—Mar 75
Journal Cit—American School Board Journal; 162; 3; 38-40
Descriptors—Achievement Tests, *Cultural Awareness, *Educational Innovation, Educational Programs, Elementary Secondary Education, Music Activities, *Music Education, Student Interests
Identifiers—First Music Assessment (1972), National Assessment of Educational Progress

Argues against the view that music education is an educational luxury that reaches few students and is generally ineffective. Also discusses four common myths about music education in American schools. (JG) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

(2) Second Assessment

(d) Results

EJ 262 472 SO 509 926
Bass, Lisa P.
Assessment Measures Music Learning.
Pub Date—May82
Available from—Reprint: UMI
Journal Cit—Music Educators Journal; v68 n9 p30-32 May 1982
Pub Type— Journal Articles (080) — Reports - Descriptive (141) — Opinion Papers (120)
Descriptors—*Educational Assessment, Elementary Secondary Education, *Knowledge Level, Music Appreciation, *Music Education, National Surveys
Identifiers—*National Assessment of Educational Progress, *Second Music Assessment (1979)

Discusses why the second national music assessment conducted by the National Assessment of Educational Progress found a slight decline in student music knowledge. Strengths and weaknesses of the assessment are described. (AM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

g. READING

(1) First Assessment

(d) Results

ED 065 835 CS 000 089
Berger, Allen
Speed Reading Through a Glass Darkly.
Pub Date—72
Note—17p.; Speech given at the World Congress on Reading (4th, Buenos Aires, Argentina, 1972)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Elementary Education, Language Skills, *Reading, Reading Achievement, *Reading Rate, *Reading Research, Reading Skills, *Speed Reading
Identifiers—First Reading Assessment (1971), National Assessment of Educational Progress

The latest thinking on reading rate and flexibility is discussed in this paper. Included are highlights of the recently completed reading rate portion of the National Assessment of Educational Progress. The current state of knowledge is assessed and promising research and useful writings in English and Spanish are cited. (Author/WR) Aspect of National Assessment (NAEP) dealt with in this document: Results (Selective).

EJ 075 336 CS 700 118
Porter, Jane
Research Report
Pub Date—Jan 73
Journal Cit—Elementary English; 50; 1; 107-10
Descriptors—*Interpretive Reading, Interpretive Skills, Reading Achievement, *Reading Comprehension, Reading Rate, *Reading Research, Reading Skills, Sex Differences, *Teacher Attitudes
Identifiers—First Reading Assessment (1971), *National Assessment of Educational Progress

Discusses some of the findings from the reports of the reading assessment project of the National Assessment Program. (MM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

(2) Second Assessment

(b) Assessment Instrument

ED 177 181 TM 009 601
Assessment of Reading Growth, Level (Age) 9, and Level (Age) 13: Teachers/Administrators Manual.
Drier Educational Systems, Inc., Highland Park, N.J.
Pub Date—79
Note—17p.; Contains tests
Available from—Jamestown Publishers, P.O. Box 6743, Providence, Rhode Island 02940 (manual and 30 tests, $4.95)
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Answer Keys, Answer Sheets, Educational Testing, Elementary Education, Grade 3, Grade 7, *Multiple Choice Tests, National Norms, *Reading Achievement, *Reading Comprehension, *Reading Tests, Scoring, Test Interpretation, Tests
Identifiers—*National Assessment of Educational Progress, Second Reading Assessment (1975)

The reading comprehension tests, one for nine-year-olds usually in grade 3 and one for thirteen-year-olds usually in grade 7, were developed from released items on the National Assessment of Educational Progress. The tests were constructed to assess student achievement against a national norm, by comparing individual student scores to the national average or to the average for inner city, medium city, or suburban students. The multiple-choice tests are used to measure literal and inferential comprehension and are partly criterion referenced. (The level 9 test contains 36 items, while the Level 13 test contains 36 items. Administration and scoring instructions, as well as an answer key are included.) (MH) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Released Exercises).

(c) Procedures

ED 137 410 TM 006 219
Wurtz, Beatrice
The Menomonee Falls, Wisconsin Experience.
Menomonee Falls Public Schools, Wis.
Pub Date—[Apr 77]
Note—57p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Comparative Testing, Educational Assessment, *Functional Reading, *High School Seniors, High School Students, National Norms, National Surveys, Program Evaluation, Reading Tests, *School Districts, *Secondary Education, Sex Differences, Statistical Analysis, *Test Results
Identifiers—*Menomonee Falls Public Schools WI, National Assessment of Educational Progress, Second Reading Assessment (1975), Wisconsin (Menomonee Falls)

The focus of this study was to assess the 17-year-olds' ability to read functional reading tasks and to provide change if and where needed. This was a project between the Menomonee Falls, Wisconsin High Schools (MFHS) and the National Assessment of Educational Progress (NAEP) in the area of reading. Two hundred fourteen 17-year-olds were randomly selected to be tested by local administration guided and directed by NAEP personnel in light reading themes and five reading objectives. The non-parametric sign test was used by NAEP to test for significant differences between the MFHS students and the NAEP Year 02 national and urban fringe respondents. MFHS students read significantly better than the national or urban fringe students on four of the five objectives and equally as well on one objective. MFHS students read significantly better than the national or urban fringe students on seven of the eight reading themes and equally as well on one theme. MFHS-A students read better than MFHS-B students on two of the eight reading themes while MFHS-B students read better than MFHS-A students on four of the eight reading themes. Both MFHS A and B students read equally well on one reading theme. MFHS females read better than the national females tested while MFHS males read better than the national males tested. (Author/MV) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

(d) Results

ED 176 226 CS 004 995
Tierney, Robert J., Ed. Lapp, Diane, Ed.
National Assessment of Educational Progress in Reading.
International Reading Association, Newark, Del.
Pub Date—79
Note—48p.
Available from—International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, Delaware 19711 (Order No. 723, $2.00 member, $3.00 non-member)
Pub Type— Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Basic Education, Criterion Referenced Tests, Educational Assessment, Elementary Secondary Education, *National Competency Tests, National Programs, National Surveys, *Reading Achievement, Reading Instruction, *Reading Research, *Reading Tests
Identifiers—*National Assessment of Educational Progress, Second Reading Assessment (1975)

This publication was developed to provide factual information and interpretive commentary on the National Assessment of Educational Progress in Reading, a federally funded survey of the educational attainments of representative samples of children and adults in the United States. It summarizes the context and results of the 1970-71 and 1974-75 national assessments in reading that indicate achievement gains for several population groups. Discussions of the implications for various persons at all levels of reading instruction written by experts in special areas of reading are included. The strengths and weaknesses of the two reading assessments are examined and suggestions are made for needed improvements for purposes of subsequent assessment. (MKM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 156 580 AA 525 320
Gonder, Peggy
The Good News in Reading
Pub Date—Dec 76
Journal Cit—American Education; 12; 10; 14-7
Descriptors—Academic Ability, *Educational Assessment, Educational Testing, Flow Charts, Reading Ability, *Reading

Development, *Reading Improvement, Reading Research, *Reading Skills, *Reading Tests, Student Characteristics
Identifiers—*National Assessment of Educational Progress, Second Reading Assessment (1975)

Some things other than costs are going up in education, the National Assessment of Educational Progress discovers from its second round of reading tests. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 158 670 CS 714 075
Venezky, Richard L.
NAEP–Should We Kill the Messenger Who Brings Bad News?
Pub Date—Apr 77
Journal Cit—Reading Teacher; 30; 7; 750-5
Descriptors—*Data Analysis, Educational Assessment, *National Surveys, *Reading Ability, *Reading Comprehension, Reading Improvement, Study Skills
Identifiers—*National Assessment of Educational Progress, Second Reading Assessment (1975)

Compares and discusses the findings of the nationwide reading surveys done by the National Assessment of Educational Progress in 1971 and 1975. (HOD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Change).

EJ 158 671 CS 714 076
Tierney, Robert J. Lapp, Diane
Reading Scores of American Nine Year Olds: NAEP's Tests
Pub Date—Apr 77
Journal Cit—Reading Teacher; 30; 7; 756-60
Descriptors—*Data Analysis, *Grade 4, *National Surveys, Reading Achievement, Reading Comprehension, *Reading Improvement, Reading Research, Study Skills
Identifiers—National Assessment of Educational Progress, Second Reading Assessment (1975)

Data from the National Assessment of Educational Progress suggest that at the nine-year-old level certain groups, especially blacks, have shown a significant improvement in their reading scores. (HOD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

(3) Third Assessment

(c) Procedures

ED 159 599 CS 004 266
Petrosky, Anthony R.
The 3rd National Assessment of Reading and Literature Versus Norm- and Criterion-Referenced Testing.
Pub Date—May 78
Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Criterion Referenced Tests, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Literature, *National Competency Tests, National Norms, *Norm Referenced Tests, Reading Tests, Standardized Tests, Testing Programs, *Test Interpretation
Identifiers—*Domain Referenced Tests, *National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

In discussing the third national assessment of reading and literature, four major points can be made. First, norm-referenced tests and criterion-referenced tests ignore serious ethical and measurement problems, namely, we don't know enough about individual differences to do such testing and the outcome, social class tracking, is ethically repulsive. Second, comprehending and interpreting literary texts is a subset of reading not separate from it. Third, descriptive information from the national assessment survey is useful in considering notions about developmental differences in the ways students interpret and evaluate which are attributable to developmental growth, schooling, and personal inclinations. Fourth, domain-referenced assessment is the best standardized procedure for finding out what students know and what teachers and schools can do. It eliminates the ambiguity created by behavior factors by representative sampling from a well-defined set of tasks, by referring to the logical relationship between a set of items in a test and a well-defined domain represented by those items, and by estimating the kinds of behavior students are capable of within a defined domain. (TJ) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development).

(d) Results

ED 210 638 CS 006 386
Fry, Edward
Do Children Read Better Now Than 10 Years Ago?
Pub Date—Dec 81
Note—11p.; Paper presented at the Annual Meeting of the National Reading Conference (Dallas, TX, December 2-5, 1981). Best copy available.
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Gains, *Comparative Analysis, *Educational Assessment, Educationally Disadvantaged, Elementary Secondary Education, *National Competency Tests, *Reading Achievement, *Reading Improvement, Reading Skills
Identifiers—*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

The National Assessment of Educational Progress (NAEP) is a stratified random measure to systematically sample the performance of three age groups in a variety of subjects so that generalizations can be made to the United States as a whole. Past NAEP mean total reading scores have indicated that, in general, girls read slightly better than boys, whites read considerably better than blacks, and children who live in advantaged urban communities read better than those from rural or disadvantaged urban communities. A comparison of mean reading scores from the 1970 and 1980 assessments was made to see whether reading ability levels had improved during that ten-year period. The comparison indicated that (1) 9-year-old students read significantly better, 13-year-old students read slightly better, and 17-year-old students read slightly worse than their 1970 counterparts; (2) boys made slightly better gains over the ten-year period than did girls; (3) those from rural and disadvantaged urban communities made greater gains than those from advantaged urban communities; and (4) blacks made greater gains than did whites at all three age levels. The most important trend occurring over this period was that the worst readers improved the most, a trend that supports the continued government funding of disadvantaged student programs such as Right to Read and Title I. (HTH) Aspect of National Assessment (NAEP) dealt with in this document: Results (Change) (Secondary Analyses).

EJ 227 755 CS 715 720
Roller, Beverly And Others
NAEP Reading Assessment.
Pub Date—May80
Available from—Reprint: UMI
Journal Cit—Reading Teacher; v33 n8 p938-40 May 1980
Pub Type— Journal Articles (080) — Reports - Descriptive (141) — Opinion Papers (120)
Descriptors—*Educational Assessment, Educational Trends, Elementary Secondary Education, Literature Appreciation, *National Programs, *Reading Achievement, Reading Research, Reading Skills, *Research Needs
Identifiers—*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

Traces the history of the reading assessments conducted by the National Assessment of Educational Progress (NAEP), discusses the objectives and importance of the 1979-80 reading assessment, and notes the need for professional organizations such as the International Reading Association to develop proposals dealing with research questions raised by NAEP data. (ET) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview) (Secondary Analyses).

EJ 261 383 CS 726 675
Micklos, John, Jr.
A Look at Reading Achievement in the United States: The Latest Data.
Pub Date—May82
Available from—Reprint: UMI
Journal Cit—Journal of Reading; v25 n8 p760-62 May 1982
Pub Type— Journal Articles (080) — Information Analyses (070)
Descriptors—*Critical Reading, Educational Assessment, Elementary Secondary Education, Literature Reviews, *Reading Achievement, Reading Research, Student Improvement, Student Needs

Identifiers—National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

Reports that reading achievement in the elementary grades is consistently rising and that older students may not be developing the higher level reading skills. (AEA) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

h. SCIENCE

(1) First Assessment

(a) Program Description

EJ 009 139 SE 500 412
Norris, Eleanor L.
National Science Assessment
Pub Date—69 Sept
Journal Cit—Sci Teacher; 36; 6; 45-47
Descriptors—*Educational Objectives, Evaluation, Measurement, National Surveys, *Sciences, *Testing Programs
Identifiers—First Science Assessment (1970), *National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

(c) Procedures

ED 118 351 SE 017 694
Ziarko, Jon Charles
Assessing Science Education at the Eighth Grade Level in Selected Public Secondary Schools in North Mississippi.
Pub Date—73
Note—154p.; Ed.D. Dissertation, The University of Mississippi
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-1328, MF $7.50, Xerography $15.00)
Pub Type— Dissertations/Theses - Undetermined (040)
Document Not Available from EDRS.
Descriptors—*Achievement, *Curriculum Evaluation, Doctoral Dissertations, Educational Research, Grade 8, Junior High Schools, *Program Evaluation, Science Education, Secondary Education, *Secondary School Science
Identifiers—First Science Assessment (1970), Mississippi, National Assessment of Educational Progress

This study was directed at developing a model for assessing eighth grade science education in selected schools and using the model to identify procedures that might be used to maximize science achievement of the students. Thirty-four public secondary schools participated in the study. Data were obtained from annual publications, computer printouts, teacher questionnaires, and student response sheets. Two stepwise multiple regression programs were used in processing the data. Variables that were significant at the 0.10 level using the computer t-statistic were selected for the first restricted model, and those at the 0.2 level were selected for the second restricted model. The dependent variable used was the mean score on a science achievement test taken from the National Assessment of Educational Progress in Science, age 13. The independent variables were 10 science classroom variables, 12 teacher variables, and 6 school variables. The results of the study indicated that school officials should hire teachers with advanced degrees, increase the number of science periods taught as part of the total teaching assignment, and reduce the total annual per pupil expenditure. Using the second model, it was suggested that school officials increase the number of textbooks used, use textbooks with earlier copyright dates, and increase the library expenditures per pupil. (Author/EB) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

EJ 075 580 SE 508 068
Wood, Elizabeth A.
Alternatives to National Assessment Exercises - A Microproject
Pub Date—Mar 73
Journal Cit—Physics Teacher; 11; 3; 154-159
Descriptors—Achievement, Educational Objectives, Educational Testing, Elementary School Science, *Evaluation, Science Education, Secondary School Science, *Surveys, *Tests
Identifiers—First Science Assessment (1970), National Assessment of Educational Progress

Small samples of students were chosen from two extreme types of schools (affluent-suburb and inner-city) to investigate the problem of presenting exercises in a manner students understand. The results raise questions about teaching procedures and the National Assessment evaluation. (DF) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development).

EJ 103 090 SE 511 536
Alvord, David J. Glass, Lynn W.
Relationships Between Academic Achievement and Self-Concept
Pub Date—Apr-Jun 74
Journal Cit—Science Education; 58; 2; 175-179
Descriptors—*Academic Achievement, Educational Research, Grade 4, Grade 7, Grade 12, *Science Education, *Self Concept
Identifiers—First Science Assessment (1970), National Assessment of Educational Progress

Discusses an investigation of relationships between academic achievement in science, as measured by the National Assessment of Educational Progress science exercises, and self-concept as measured by the Self Appraisal Inventory, using Iowa public school pupils in grades four, seven, and twelve but excluding pupils enrolled in special education classes. Pupils were randomly selected using a multistage cluster sampling technique. (PEB) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

(d) Results

ED 089 931 SE 014 023
Alvord, David J.
Relationships Among Pupil Self Concept, Attitude Toward School, and Achievement on Selected Science Exercises From the National Assessment of Educational Progress.
Pub Date—71
Note—104p.; Ph.D. dissertation, Iowa State University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-5170 MF-$4.00, Xerography-$10.00)
Document Not Available from EDRS.
Descriptors—*Achievement, *Blacks, Doctoral Dissertations, Educational Research, *Science Education, *Self Concept, *Student Attitudes
Identifiers—First Science Assessment (1970), National Assessment of Educational Progress

This research was designed to explore possible relationships between the student and his educational experience. The population for the study included 3,162 students from grades four, seven, and twelve. Two samples were selected–a basic sample, excluding black pupils in five major cities, and a special sample of black pupils. The findings revealed generally consistent low positive relationships between science achievement and self concept and between science achievement and attitude toward school. Coefficients, in general, ranged from 0.10 to 0.26. For the relationship between science achievement and self concept, significant correlations were found for both boys and girls at all grade levels, for black and non-black pupils (except at grade twelve), and for pupils within each classification of parent education level (except the lowest level in grades four and twelve); significant correlations were found between self concept subscales and science achievement. When pupils were grouped according to race, significant correlations were found only for black pupils, when examining the relationship between science achievement and attitude toward school. (Author/EB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 091 169 SE 017 386
National Assessment Findings in Science 1969-70, What Do They Mean?
National Science Teachers Association, Washington, D.C.
Pub Date—73
Note—69p.
Available from—National Science Teachers Association, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 471-14656, $5.00)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Achievement, *Cognitive Measurement, Educational Research, Elementary School Students, *Evaluation, Junior High School Students, *National Surveys, *Science Education, Secondary School Students, Young Adults
Identifiers—First Science Assessment (1970), *National Assessment of Educational Progress

This booklet contains a discussion of the 1969-70 findings in science of the National Assessment of Educational Progress (NAEP). Four age levels of the population: 9, 13, 17, and young adult (25-35) were sampled. This publication contains a preface in which Robert H. Carleton reacts to NAEP and presents the NSTA's perspective of the project, a general introduction, a section on the goals and methods of NAEP, a section which contains a report of the findings of the first assessment, and a final section entitled "Judgments and Concluding Statements." Also included in the publication are five appendixes: Profiles of Study Team Members; Changes in Assessment Procedures 1972-73; Interrelationships Between Findings in National Assessment of Science, Reading, and Citizenship; Bibliography with Selected Annotations; and Released Items from the 1969-70 Science Assessment. (PEB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

EJ 029 771 SE 502 344
Science Area Results Reported by National Assessment of Educational Progress
Pub Date—Oct '70
Journal Cit—Science Teacher; 37; 7; 65-67
Descriptors—*Academic Achievement, *Educational Objectives, *Evaluation, *National Competency Tests, *Science Education, Science Tests, Scientific Literacy, Testing
Identifiers—First Science Assessment (1970), National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Results (Selective).

EJ 029 773 SE 502 583
Iona, Mario
Physics Teaching and the National Assessment of Educational Progress
Pub Date—Nov '70
Journal Cit—Physics Teacher; 8; 8; 445-448
Descriptors—*Curriculum Evaluation, Educational Objectives, *Evaluation, *National Competency Tests, *Physics
Identifiers—First Science Assessment (1970), National Assessment of Educational Progress

Several physics items from the National Assessment are analyzed to determine implications for physics teaching. Limitations of the Assessment are included. (DS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 075 579 SE 508 067
Wood, Elizabeth A.
Using the Results from the National Assessment of Educational Progress - a Macroproject Pretest for Teachers
Pub Date—Mar 73
Journal Cit—Physics Teacher; 11; 3; 151-153
Descriptors—Achievement, Attitudes, Educational Objectives, Educational Testing, *Evaluation, Science Education, *Surveys, *Tests
Identifiers—First Science Assessment (1970), National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

EJ 085 170 SE 509 514
National Assessment Findings in Science 1969-1970: What Do They Mean?
Pub Date—Oct 73
Journal Cit—Journal of College Science Teaching; 3; 1; 41-48
Descriptors—Achievement Tests, Evaluation, *Knowledge Level, *National Competency Tests, *National Surveys, Science Education, *Sciences, Scientific Attitudes
Identifiers—First Science Assessment (1970), *National Assessment of Educational Progress

The National Assessment of Education Progress (NAEP) is a census-like survey of the knowledge, skills, understandings, and attitudes of young Americans. This abridged report deals with the data collected in science during the first round of assessment in 1969-70. (JR) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 086 659 SE 509 212
National Assessment Findings in Science 1969-1970: What Do They Mean?
Pub Date—Sep 73
Journal Cit—Science Teacher; 40; 6; 33-40
Descriptors—Achievement Tests, Evaluation, *Knowledge Level, *National Competency Tests, *National Surveys, Science Education, *Sciences, Scientific Attitudes
Identifiers—First Science Assessment (1970), *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a census-like survey of the knowledge, skills, understandings, and attitudes of young Americans. This abridged report deals with the data collected in science during the first round of assessment in 1969-70. (JR) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 086 691 SE 509 370
National Assessment Findings in Science 1969-1970: What Do They Mean?
Pub Date—Sep 73
Journal Cit—Science and Children; 11; 1; 23-30
Descriptors—Achievement Tests, Evaluation, *Knowledge Level, *National Competency Tests, *National Surveys, Science Education, *Sciences, Scientific Attitudes
Identifiers—First Science Assessment (1970), *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a census-like survey of the knowledge, skills, understandings, and attitudes of young Americans. This abridged report deals with the data collected in science during the first round of assessment in 1969-70. (JR) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 086 755 SE 509 561
Trowbridge, Leslie W.
National Assessment and Science-Teaching
Pub Date—Oct 73
Journal Cit—American Biology Teacher; 35; 7; 379-384
Descriptors—Black Achievement, *Evaluation, *Knowledge Level, *National Competency Tests, National Surveys, Parent Background, *Science Education, Scientific Attitudes, Sex Differences
Identifiers—First Science Assessment (1970), *National Assessment of Educational Progress

Discusses the results of the National Assessment of Educational Progress survey of knowledge, skills, and attitudes in science. Reports and comments on the findings relating to black students, sex differences, geographical differences, parents' education, and neighborhood influences. Summarizes some of the broad implications of the study for science teachers. (JR) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 101 574 SE 511 603
Science Education Slips in U.S.
Pub Date—Jul 74
Journal Cit—Science News; 106; 1; 7
Descriptors—Cognitive Measurement, Educational Testing, *Evaluation, Measurement, *Science Education, *Secondary School Science, *Test Results
Identifiers—First Science Assessment (1970), *National Assessment of Educational Progress

Some of the results of the first-round testing in science of the National Assessment of Educational Progress are mentioned. (DT) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

EJ 116 480 SE 512 731
Strassenburg, Arnold A.
National Assessment in Science
Pub Date—Jan 75
Journal Cit—Journal of College Science Teaching; 4; 3; 198-203
Descriptors—*Evaluation, *National Competency Tests, Objectives, *Science Education, Science Instruction, *Science Tests, Surveys
Identifiers—First Science Assessment (1970), National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

(2) Second Assessment

(d) Results

EJ 118 179 SE 513 515
Knowledge of Science Declines
Pub Date—Mar 75
Journal Cit—Science News; 107; 13; 206
Descriptors—*Achievement, *Low Achievement, *National Competency Tests, *National Surveys, Relevance (Education), Science Education, *Scientific Literacy, Secondary School Science, Student Evaluation
Identifiers—*National Assessment of Educational Progress, Second Science Assess-

ment (1973)

Reports the results of a national survey that indicates a decline in science achievement equivalent to the loss of a half year of learning experience. Suggests some possible reasons for this decline. (GS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Trends) (Interpretation).

EJ 120 469 AA 521 132
Beshoar, Barron B.
NAEP's Second Round with Science
Pub Date—Jun 75
Journal Cit—American Education; 11; 5; 6-11
Descriptors—Charts, *Educational Research, *Educational Testing, Questionnaires, Relevance (Education), *Science Education, *Scientists, *Student Evaluation
Identifiers—*National Assessment of Educational Progress, Second Science Assessment (1973)

American youngsters don't know as much science as they did three to four years ago, the National Assessment of Educational Progress finds. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Results (Trends).

EJ 128 205 SE 514 708
Ahmann, J. Stanley And Others
Science Achievement: The Trend is Down
Pub Date—Sep 75
Journal Cit—Science Teacher; 42; 7; 23-25
Descriptors—*Achievement, Achievement Rating, *Educational Assessment, Educational Objectives, Evaluation, Science Education, *Scientific Concepts, Surveys, *Youth
Identifiers—*National Assessment of Educational Progress, Second Science Assessment (1973)

Reports that, according to a survey conducted by the National Assessment of Educational Progress (NAEP), knowledge of fundamental scientific facts and principles declined among young American students between 1969 and 1973. Also discusses the philosophy and goals of NAEP, and the methodology used in this survey. (MLH) Aspect of National Assessment (NAEP) dealt with in this document: Results (Trends).

EJ 136 719 SE 516 254
Vanek, Eugenia Poporad
The Continued Battle of the Sexes
Pub Date—Feb 76
Journal Cit—Science and Children; 13; 5; 19-20
Descriptors—Elementary Education, *Elementary School Science, *Feminism, Science Education, *Scientific Attitudes, Scientific Personnel, *Social Discrimination, Student Characteristics, Student Motivation
Identifiers—National Assessment of Educational Progress, Second Science Assessment (1973)

It is suggested that further study into children's attitudes about science must be carried out at various grade levels. Teachers in the multi-grade level classrooms are considered good sources for new insight into the problems of why students' attitude toward science appears to fluctuate. (EB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 136 727 SE 516 287
Integration and Science Achievement
Pub Date—Mar 76
Journal Cit—Science News; 109; 12; 183
Descriptors—*Academic Achievement, Accountability, *Cultural Influences, Desegregation Effects, Elementary Education, *School Desegregation, *Science Education, Secondary Education
Identifiers—*National Assessment of Educational Progress, Second Science Assessment (1973)

Results of a report issued by the Education Commission of the States based on a study covering 1969 to 1973 and related to the general trend of declining science achievement scores are discussed. Desegregation is the prime variable studied. (EB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Race) (Regional).

(3) Third Assessment

(a) Program Description

EJ 155 884 SE 518 745
Educators Assess Public Knowledge of Science
Pub Date—Mar 77
Journal Cit—Chemical and Engineering News; 55; 11; 23-24
Descriptors—Biological Sciences, *Educational Assessment, *Evaluation, *National Surveys, Physical Sciences, *Public Education, Science Education, *Sciences, Surveys
Identifiers—*National Assessment of Educational Progress, Third Science Assessment (1977)

Describes the National Assessment of Educational Progress program that makes assessments of public knowledge of science. Previous assessments were conducted during the 1969-70 and 1972-73 school years. Nine science categories will be assessed including biology, physical science, and earth science. (SL) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Progress Report).

(d) Results

EJ 168 495 SE 520 090
Watson, Fletcher G.
National Assessment, Changes in Science Results
Pub Date—Oct 77
Available from—Reprint Available (See p. vii): UMI
Journal Cit—Science and Children; 15; 2; 27-29
Descriptors—*Educational Assessment, Elementary Education, *Elementary School Science, Evaluation, *Evaluation Methods, *National Programs, National Surveys, *Science Education
Identifiers—*National Assessment of Educational Progress, Third Science Assessment (1977)

Describes the National Assessment of Educational Progress program, its nationwide testing program, past results of the program, and desired results of the 1976-77 testing currently underway. (SL) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 185 917 SE 522 443
High School Students Lag in Science
Pub Date—Jul 78
Available from—Reprint Available (See p. vii): UMI
Journal Cit—Science News; 114; 2; 22
Descriptors—*Achievement Tests, Biological Sciences, Cognitive Measurement, *Educational Assessment, Elementary Secondary Education, Enrollment, *High School Students, *National Surveys, Physical Sciences, Science Curriculum, *Science Education
Identifiers—*National Assessment of Educational Progress, Third Science Assessment (1977)

Discusses some of the findings of the assessment conducted by the National Assessment of Educational Progress, from 1976 to 1977, concerning science achievement. (HM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

EJ 189 831 AA 529 017
Science Skills Skidding in U.S. Schools.
Pub Date—Jul78
Journal Cit—U.S. News and World Report; v84 n26 p54 Jul 1978
Descriptors—*Educational Assessment, *Educational Trends, Science Teachers, Secondary Education, *Secondary School Science, *Student Evaluation, *Test Items, *Test Results, Test Validity
Identifiers—*National Assessment of Educational Progress, Third Science Assessment (1977)

The National Assessment of Educational Progress, a federally funded testing group, found that 17-year-olds today know less about science than high school students in 1969-70 and 1972-73, when previous assessments were conducted. Here is a closer look at that assessment. (Author/RK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Change).

EJ 193 166 SE 523 327
Rowe, Mary Budd
What's Happening in Science–the NAEP.
Pub Date—Oct78
Available from—Reprint: UMI
Journal Cit—Science and Children; v16 n2 p42 Oct 1978
Descriptors—*Academic Achievement, *Educational Assessment, Elementary School Science, *Elementary Secondary Education, Evaluation, *National Surveys, Racial Differences, *Science Education, Secondary School Science, Sex Differences, *Surveys
Identifiers—National Assessment of Educational Progress, Third Science Assessment (1977)

This article reports on the third National Assessment of Educational Progress in science. The sample included a total of 80,000 students, 9, 13, or 17 years of age. The report assessed learning in biology, physical science, and earth science according to sex, race, region, and age. (BB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

EJ 241 212 SE 529 030
Patrick, John J.
Science and Society in the Education of Citizens.
Pub Date—Dec80
Journal Cit—BSCS Journal; v3 n4 p2-6 Dec 1980
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—Elementary Secondary Education, *Mathematics Education, Science Curriculum, Science Education, *Scientific Enterprise, *Scientific Literacy, Social Problems, *Social Studies
Identifiers—National Assessment of Educational Progress, National Public Affairs Study, Science Education Research, Third Science Assessment (1977)

Discusses what NAEP and NPAS assessments of learning about science reveal about the development of scientific awareness among the citizenry. Summarizes findings of the National Science Foundation-sponsored nationwide studies of precollege curriculums in science, mathematics, and social science dealing with the status of science in the education of citizens. (CS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 242 980 SE 529 213
What Research Says.
Pub Date—Feb81
Available from—Reprint: UMI
Journal Cit—Science and Children; v18 n5 p39-41 Feb 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—*Attitude Measures, Attitudes, Elementary School Science, Elementary Secondary Education, *Junior High School Students, Science Curriculum, Science Education, *Science Instruction, Secondary School Science, *Student Attitudes, Teacher Attitudes
Identifiers—*National Assessment of Educational Progress, Third Science Assessment (1977)

Student attitudes toward science as measured by the 1976-1977 National Assessment of Educational Progress are discussed in terms of their effect on instruction, teacher attitudes, science careers, and science courses taken. Suggestions made to improve student attitudes include improving teacher attitudes toward science and instructional methods. (DS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

EJ 248 026 TM 506 186
Walberg, Herbert J. And Others
Probing a Model of Educational Productivity in Science with National Assessment Samples of Early Adolescents.
Pub Date—81
Available from—Reprint: UMI
Journal Cit—American Educational Research Journal; v18 n2 p233-49 Sum 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—*Academic Achievement, *Adolescents, Junior High Schools, Models, *Multiple Regression Analysis, *Productivity, *Secondary School Science
Identifiers—*National Assessment of Educational Progress, Secondary Analysis, Third Science Assessment (1977)

The science achievement scores of a large sample of 13-year-olds were regressed to test a psychological theory of educational productivity, and to explore the usefulness of the National Assessment of Educational Progress data for secondary analysis for policy purposes. (Author/GK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 255 849 TM 506 648
Pascarella, Ernest T. And Others
Continuing Motivation in Science for Early and Late Adolescents.
Pub Date—81
Available from—Reprint: UMI
Journal Cit—American Educational Research Journal; v18 n4 p439-52 Win 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—*Academic Achievement, *Adolescents, *Classroom Environment, Secondary Education, *Secondary School Science, *Student Motivation, *Teacher Influence
Identifiers—National Assessment of Educational Progress, Third Science Assessment (1977)

The extent to which teachers controlled the learning environment was negatively associated with motivation. Significant positive interactions were found between science achievement level and utility of science content and classes for early adolescents. For older adolescents, significant interaction was found between achievement and class morale. (Author/DWH) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

1. SOCIAL STUDIES

(1) First Assessment

(a) Program Description

ED 093 762 SO 007 614

Stewart, John G., Ed.

DEA News, Number 2, Spring and Summer 1974.

American Political Science Association, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—74

Note—7p.

Available from—Division of Educational Affairs, American Political Science Association, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036 (Free to members, Dept. Chairmen, and upon request to nonmembers)

Pub Type— Journal Articles (080)

Document Not Available from EDRS.

Descriptors—College Faculty, Education, Government Role, Higher Education, Information Dissemination, *Instructional Materials, *Newsletters, *Political Science, *Public Affairs Education, Secondary School Teachers, *Social Studies, Undergraduate Study, United States Government (Course)

Identifiers—First Social Studies Assessment (1972), National Assessment of Educational Progress, Political Science Curriculum Project

Published periodically, the DEA News, from the Division of Educational Affairs of the American Political Science Association, concentrates on issues and policies in education of special concern to political scientists and on specific information about course materials. Also the News reports on education issues, on questions about public awareness of governmental affairs, and on the educational needs of students. The feature article in this issue is an assessment of the national social studies survey of young Americans conducted by the National Assessment of Educational Progress. Other items include a description of a new approach to the introductory course in political science at the University of South Carolina; interviews with three political scientists who are directly involved in determining higher education policies; a bibliographic review of government documents; an editorial and communications section; and a workshop and announcements section. This issue also includes an eight page supplement on the High School Political Science Curriculum Project's twelfth grade program Comparing Political Experiences. (Author/JH) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

(b) Assessment Instrument

ED 141 237 SO 010 115

Cousins, Jack

Social Studies Skills and National Assessment.

Pub Date—[76]

Note—36p.

Pub Type— Books (010)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Ability, *Data Analysis, Data Collection, *Educational Assessment, Educational Objectives, Elementary Secondary Education, Evaluation, Higher Education, Information Seeking, Interpretive Skills, Knowledge Level, *National Competency Tests, National Surveys, Norms, Performance Tests, Problem Solving, *Skill Analysis, *Social Studies, Tables (Data), Testing, *Test Items, Test Results

Identifiers—First Social Studies Assessment (1972), *National Assessment of Educational Progress

The paper describes social studies skills of students age 9-adult as assessed by the 1971-2 National Assessment of Educational Progress (NAEP) Project. NAEP organized skill exercise items around two subthemes: (1) obtaining information, including raising questions, seeking answers, identifying sources of information, and using standard reference sources and aids in locating information; and (2) interpreting graphs and maps, and using a variety of nontraditional sources of information. The paper contains selected released exercises developed to carry out assessment of the two categories. These skill exercises include multiple-choice tests, short essays, and longer essay-type written oral responses. Exercises are based on questions involving explanation of the human condition, insight into human affairs based on historical, philosophical, or literary information, and factual knowledge of events in American history. Findings indicated that respondents perform better on the items for obtaining information than on items dealing with interpreting information. It is concluded that NAEP results should be utilized as information sources for educators in setting curriculum norms rather than accepted as curriculum norms themselves. The NAEP social studies objectives for 1971-72 are presented in the appendix. (Author/DB) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Released Exercises).

ED 168 932 SO 011 590

Diem, Richard A.

The New Social History in the High School Classroom.

Pub Date—30 Mar 79

Note—10p.; Paper presented at Annual Meeting of the Southwestern Historical Association (Ft. Worth, Texas, March 30, 1979) ; Best copy available

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Involvement, *Community Resources, Community Role, Community Study, Educational Needs, Educational Resources, Experiential Learning, *Field Experience Programs, *Inservice Education, Local History, Local Issues, *Relevance (Education), *School Community Programs, Secondary Education, Social Studies, Student Needs, Teacher Effectiveness

Identifiers—First Social Studies Assessment (1972), National Assessment of Educational Progress

Interesting and stimulating instruction in high school social studies may be achieved by using the community and its institutions as a laboratory for learning and by creating an ongoing community resource inservice program. Effective ways to incorporate community resources in the curriculum include creating special sections on developing writing skills in high school students by using community topics as subject matter, developing field-based experience packages for teachers and students, and developing curriculum materials and visual aids for classroom use. Possible activities include collecting oral histories, community mapping, charting urban growth, measuring community social mobility, using community archives, and researching local history. Such activities would enable students to meet the objectives formulated by the National Assessment of Educational Progress (NAEP) for social studies as they (1) evidence interest in their communities; (2) obtain information from other people, libraries, maps, and pictures; and (3) understand some of the services and institutions in their communities. (KC) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Objectives).

(c) Procedures

EJ 061 881 SO 501 088

Hulsart, Richard

National Assessment Can Help the Social Studies Teacher

Pub Date—Spr 72

Journal Cit—Social Science Record; 9; 3; 42-43

Descriptors—*Citizenship, *Educational Quality, Evaluation Criteria, Evaluation Methods, *National Competency Tests, Program Effectiveness, *Social Studies

Identifiers—First Social Studies Assessment (1972), *National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Conceptual).

EJ 096 956 SO 502 834

Chapin, June

Using the NAEP Test Exercises

Pub Date—May 74

Journal Cit—Social Education; 38; 5; 412-413

Descriptors—Citizenship, Evaluation Criteria, *National Surveys, *Performance Factors, Social Studies, Test Construction, *Testing Problems

Identifiers—First Social Studies Assessment (1972), National Assessment of Educational Progress

The three-step procedure for judging social studies exercises developed for the NAEP is described for use by schools and communities in considering performance standards for their own students. (Author/KM) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Utilization).

(d) Results

ED 090 072 SO 007 146
Taylor, Bob L.
Some Implications of National Assessment Findings for Curriculum Development in the Social Studies.
Pub Date—Mar 74
Note—13p.; Paper presented to the Association for Supervision and Curriculum Development (Anaheim, California, March 1974)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Rating, Citizenship, *Civics, *Curriculum Development, Data Analysis, Data Collection, *Educational Assessment, Educational Change, Educational Environment, Educational Needs, Educational Objectives, High Achievement, Low Achievement, National Surveys, Performance Factors, *Political Socialization, *Social Studies, Student Centered Curriculum
Identifiers—First Social Studies Assessment (1972), *National Assessment of Educational Progress

National Assessment, a systematic survey of knowledge, skills, and attitudes, provides educators and the public with information on student achievement. The data-gathering model for the Assessment has yielded differences of various groups' performances in the area of political knowledge. These results seem to imply that the academic approach to the teaching of political knowledge is advantageous only to those with strong academic traditions and achievement motivation. Consequently, the existing goals of civics, the course in the social studies curriculum responsible for promoting political knowledge, seem to be less than successful. When the traditional concept of the "good citizen" is revised to that of the "evolving individual," new social studies goals arise compatible to the need for a more favorable socialization of children and for civics courses responsive to all groups of students. A school environment oriented to the changes called for by the implications drawn from the Assessment encompasses the following: the fostering of total student development; creation of a self-actualizing situation for teachers; use of informal learning environments; study of actual political models such as the school; advancement of students toward affective, as well as cognitive, goals; and the opportunity for critical thinking and conflict resolution experiences. (Author/KSM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 171 461 RC 011 373
Easton, Stanley E.
Educational Outcomes of Social Studies Programs in Rural Schools.
Pub Date—Nov 77
Note—8p.; Paper presented at the Meeting of the National Council for the Social Studies (Cincinnati, Ohio, November 1977)
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Adolescents, Current Events, Economics, *Educational Assessment, Educational Diagnosis, Educational Quality, Geography, Grade 8, History, *Knowledge Level, Political Science, *Rural Education, Rural Schools, *Rural Youth, Social Problems, *Social Studies, World Affairs
Identifiers—First Social Studies Assessment (1972), *National Assessment of Educational Progress

Performance of rural 13-year-olds on the 1971-1972 social studies assessment by the National Assessment of Educational Progress (NAEP) were reviewed in terms of three major exercise themes. Performance on skill exercises revealed rural strengths in source selection and human affairs insights, but weaknesses in reading maps and graphs. Fewer than 30% determined the social message behind selected songs. Results of knowledge exercises revealed that rural students know much about local issues, and the distribution of federal, state, and local power. Fifty percent comprehended foreign political systems, but only about 22% demonstrated knowledge of world affairs or geography. Only 16% understood the U.S. election process. Attitudinal exercises showed about 90% supporting the right to choose one's own religion and 57% felt that a non-believer in God had the right to hold public office. Although 94% wanted to improve conditions in other poor neighborhoods, only 30% felt they knew how. Only 56% defended their right to maintain an opinion opposed to that of the majority. Just 36% supported freedom of the press. The social studies attainments of rural youth were fairly typical of the entire population. (SB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 211 395 SO 013 712
Loney, Brian D.
NAEP, Race, Sex and Political Attitudes.
Pub Date—20 Nov 81
Note—23p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Detroit, MI, November 20, 1981).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Blacks, *Educational Assessment, Elementary Secondary Education, Females, Males, Political Attitudes, *Racial Bias, *Sex Bias, *Social Studies
Identifiers—*First Social Studies Assessment (1972), *National Assessment of Educational Progress

This study was designed to examine the effects of race and sex on performance on selected affective exercises from the first social studies assessment conducted in 1971-72 by the National Assessment of Educational Progress (NAEP). Compared were the performances of black males versus other males, black females versus other females, black males versus black females, and other males versus other females. The attitude exercises measured attitudes concerning two topics. The first topic concentrated on commitment to rights guaranteed in the First Amendment to the Constitution of the United States. The second topic dealt with the concept of commitment to the worth of the individual. Results show that females performed better than males at all levels except the young adult, and blacks were consistently outperformed by others at all levels. Based on these results the study concluded that performance on some of the NAEP affective exercises was influenced by the sex and race of the respondent; the overall effects of race appeared to be greater than the overall effect of sex; and NAEP's sampling procedure has failed to provide the types of information needed to fully assess learning and attitudes in a pluralistic society. (Author/RM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 100 495 AA 518 686
Vandermyn, Gaye
Assessing Students' Political IQ
Pub Date—Jun 74
Journal Cit—American Education; 10; 5; 22-5
Descriptors—Diagrams, Government Role, Political Attitudes, *Politics, *School Responsibility, *School Surveys, *Social Studies, *Student Evaluation
Identifiers—First Social Studies Assessment (1972), *National Assessment of Educational Progress

A survey of what young people know about U. S. political processes gives useful clues toward improving the social studies curriculum. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

(2) Second Assessment

(b) Assessment Instrument

ED 142 494 SO 010 199
Leighty, Richard
Social Studies Strands Goals and End-of-Twelfth-Grade Objectives.
Kansas State Dept. of Education, Topeka. Curriculum Section.
Pub Date—Aug 74
Note—25p.; Document not available in hard copy from EDRS due to poor reproducibility of original document
Available from—Kansas State Department of Education, 120 East 10th Street, Topeka, Kansas 66612 (free)
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavioral Objectives, *Critical Thinking, *Educational Objectives, Elementary Secondary Education, *Guidelines, Program Development, *Self Concept, Sequential Approach, *Social Development, *Social Studies, Student Development, Values
Identifiers—National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

The pamphlet is an adaptation of social studies objectives for 17-year-olds and adults developed in 1974 by the National Assessment of Educational Progress. It is to be used by schools in Kansas as a guideline in evaluating and developing local social studies programs. Its contents have not been field tested. The objectives are presented as strands, goals, and behavioral objectives. Strands are areas within social studies in which students need competency by the end of high school. They are threads which span grades K-12 and to which each grade level can contribute. Goals are long-range indications of needed student competency for each strand. The pamphlet identifies five strands: (1) knowledge base for understanding human beings and their relationships with their environments, (2) understanding of values, (3) ability to use intellectual and human relations skills, (4) positive self-concept, and (5) sense of and commitment to rational participation. Eighteen goals and more than 100 behavioral objectives are listed as related to the strands. For example, one goal in developing a positive self-concept is to help students become aware of their relative strengths and the strengths of the groups with which they identify. Another goal is to help students recognize societal barriers to full development. (Author/AV) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instrument (Objectives).

j. WRITING

(1) First Assessment

(c) Procedures

ED 074 079 TM 002 441
Morgan, James D. Keiter, M. Roberta
Application of NAEP Writing Assessment Procedures in Montgomery County, Maryland. Summary.
Montgomery County Public Schools, Rockville, Md.
Pub Date—72
Note—5p.; Paper proposal submitted for AERA 1973 Annual Meeting
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, *Criterion Referenced Tests, Demonstration Programs, *Educational Testing, *National Competency Tests, Secondary Education, *Writing Exercises
Identifiers—First Writing Assessment (1970), Maryland, *Montgomery County, National Assessment of Educational Progress

The Montgomery County Public Schools system in Maryland has initiated a demonstration project which will administer the released writing exercises from the National Assessment of Educational Progress to a random sample of students aged 13 and 17. This project will be unique in terms of the application of NAEP exercises in a local school district. The objectives of the project pertain to developing the capability of selecting a random and representative sample of students, the preparation of test booklets and manuals using criterion-referenced tests, the training of examiners, the training of scorers, the development of data processing capability for these tests, and preparing reports for the professional staff and for the public. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

EJ 089 293 CS 700 435
Maxwell, John C.
National Assessment of Writing: Useless and Uninteresting?
Pub Date—Dec 73
Journal Cit—English Journal; 62; 9; 1254-57
Descriptors—Elementary Education, *Evaluation Methods, *National Competency Tests, *National Surveys, Secondary Education, Student Evaluation, *Writing (Composition), *Writing Skills
Identifiers—First Writing Assessment (1970), *National Assessment of Educational Progress

Points out flaws in the current National Assessment of Writing model and its results, but concludes that the National Assessment is a step in the right direction. (RB) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development).

(d) Results

ED 050 119 TE 002 416
Farrell, Edmund J.
Implications of National Assessment Writing Results.
Pub Date—Apr 71
Note—7p.; Speech given at the Annual Meeting of the Association of American Publishers, Inc. (Washington, D.C., April 1971)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Testing, *Educational Research, Evaluation, *Test Interpretation, Test Reliability, *Tests, Test Validity, *Writing (Composition), Writing Skills
Identifiers—First Writing Assessment (1970), *National Assessment of Educational Progress

Conclusions from an examination of the results of the National Assessment of Educational Progress indicate that it furnishes little help for those involved in the publication of composition textbooks. Four main difficulties in making inferences from the Assessment data on writing are (1) it is not clear why individuals perform as well or as poorly as they do; (2) it is not known whether examinations measure writing competency, rather than something else (e.g., maturity or psychological development); (3) it is impossible to determine whether individuals tell the truth about how often they write or about what kinds of writing they do, and (4) the objectives for writing are too narrow and do not indicate current thinking about the importance in the schools of personal and creative writing. Nonetheless, the findings can be useful to linguists, can provide a base against which further assessments of writing can be compared and suggest the need for a number of carefully controlled studies about how persons develop competency in various kinds of writing. (DD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 068 811 AC 012 932
DeCrow, Roger, Ed.
Writing Abilities of American Young Adults.
National Reading Center Foundation, Washington, D.C.
Pub Date—11 Apr 72
Note—10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Descriptive Writing, Publications, Test Results, *Tests, *Writing (Composition), *Writing Skills, Young Adults
Identifiers—First Writing Assessment (1970), *National Assessment of Educational Progress

This brief digest of the results of the National Assessment of Writing compares the writing abilities of a sample of 17 year olds, in school and out, with an adult sample aged 26 to 35. In writing for social communication, 57% of the adults and 75% of the 17 year olds wrote descriptions that were judged acceptable. When asked to describe an auto accident, 38% of the adults wrote an acceptable account and 52% were unacceptable; 53% of the 17 year olds' accounts were acceptable and 46% unacceptable. On 3 exercises assessing ability to write in a business situation, adults scored an average of 50.5% acceptable responses, while the 17 year olds scored an average of 61.2% acceptable. 44% of the adults were not able to fill out a standard application form acceptably. (RS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Baseline).

EJ 047 932 TE 201 554
Slotnick, Henry B.
Do Thirteen-Year-Olds Write as Well as Seventeen -Year-Olds?
Pub Date—Nov 71
Journal Cit—English Journal; 60; 8; 1109-15
Descriptors—*Educational Research, *Language Research, Literature, Performance Criteria, Reading, Reading Development, *Research, *Research Design, *Research Projects, Writing (Composition)
Identifiers—First Writing Assessment (1970), National Assessment of Educational Progress

Methods used by the National Assessment of Educational Progress project for regularly collecting census-like information in ten subject areas on the knowledges, skills, understandings, and attitudes of nine-, thirteen-, seventeen-year olds, and young adults. Article deals with the areas of reading, literature, and writing. (RB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 089 292 CS 700 434
Slotnick, Henry B.
On the Teaching of Writing: Some Implications from National Assessment
Pub Date—Dec 73
Journal Cit—English Journal; 62; 9; 1249-53
Descriptors—Elementary Education, *Evaluation Methods, *National Competency Tests, *National Surveys, Secondary Education, Student Evaluation, *Writing (Composition), *Writing Skills
Identifiers—First Writing Assessment (1970), *National Assessment of Educational Progress

Lists four categories into which the findings of the National Assessment of Writing fall: Useful and Interesting, Useful and Uninteresting, Useless and Interesting, and Useless and interesting. (RB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 089 338 CS 700 485
Slotnick, Henry B. Rogers, W. Todd
Writing Errors: Implications about Student Writers
Pub Date—W 73
Journal Cit—Research in the Teaching of English; 7; 3; 387-98
Descriptors—Elementary Education, English Instruction, *Language Research, *National Competency Tests, Secondary Education, *Writing (Composition), *Writing Skills
Identifiers—First Writing Assessment (1970), *National Assessment of Educational Progress

Two members of the staff of the National Assessment report on one analysis that sought to relate different kinds of writing errors to each other. (RB) Aspect of National

Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

(2) Second Assessment

(d) Results

ED 124 909 CS 002 755
Hennings, Dorothy Grant
Literature, Language, and Expression.
Pub Date—76
Note—17p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Childrens Literature, *Creative Expression, Elementary Education, Language Skills, Listening Skills, Literature, Reading Skills, *Teaching Methods, *Vocabulary Skills, *Writing Skills
Identifiers—National Assessment of Educational Progress, Second Writing Assessment (1974)

Recent studies conducted by the National Assessment of Educational Progress indicate a deficiency in youngsters' abilities to express themselves in written form. Described in this paper are techniques for helping elementary school children build writing skills by using literature selections as models for expression. Through imitation, pupils can utilize story patterns provided by literature models to create group stories as well as individual stories and poems. Similarly, literature can provide a model for sentencing, in which children achieve a sense of the structure and sequence of clear communication. Finally, stories and poems can be used to encourage vocabulary development. Specific literature selections and teaching techniques are delineated. (Author/KS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 162 337 CS 204 517
Marzano, Robert J. DiStefano, Philip
Five Empirically Based Composition Skills.
Pub Date—[78]
Note—24p.; Study prepared at the University of Colorado at Denver
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, Educational Research, Elementary Secondary Education, English Instruction, *Language Usage, *Sentence Structure, *Skill Development, *Structural Analysis, Syntax, *Teaching Methods, Vocabulary Skills, *Writing Skills
Identifiers—National Assessment of Educational Progress, Second Writing Assessment (1974)

Seven hundred and fifty compositions, randomly selected from National Assessment of Educational Progress essays written by 9-, 13- and 17-year-olds, were analyzed in a study of the skills that go into the writing of a good composition. The essays were first rated as high, medium, or low in quality. A total of 43 different indices reported or hypothesized to have a relationship with composition quality were then identified from a survey of past research and were applied to each of the sample compositions. The relationship of the indices with quality at the different age levels was then tested. Analysis of the results led to the identification of five composing skills related to writing quality: modification within sentences, subordination between sentences, sentence sense, grammar and usage, and vocabulary. The data suggest a rather logical progression in terms of the five skills and provide support for the claim that all five skills should be taught at each grade level with slightly different emphases. (Descriptions of the 43 indices used in the study and suggestions for teaching the five composing skills at different grade levels are included.) (GW) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 144 141 AA 523 352
Beshoar, Barron B.
The Condition of Student Writing
Pub Date—Mar 76
Journal Cit—American Education; 12; 2; 19-22
Descriptors—*Academic Achievement, Charts, Communication (Thought Transfer), *Essays, *National Surveys, Scores, Sentences, *Student Evaluation, Trend Analysis, *Writing Skills
Identifiers—*National Assessment of Educational Progress, Second Writing Assessment (1974)

Generally, teenagers aren't handling the written word as well today as they were when first tested by the National Assessment of Education Progress in 1969. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 162 089 CS 712 232
Tankard, James W.
New Study Shows Further Declines in Writing Ability
Pub Date—Apr 77
Journal Cit—Journalism Educator; 32; 1; 46-7
Descriptors—*Academic Ability, *Basic Skills, *Educational Research, Educational Trends, Secondary Education, *Student Characteristics, *Writing Skills
Identifiers—National Assessment of Educational Progress, Second Writing Assessment (1974)

Critiques the recent report "Writing Mechanics, 1969-1974," which describes a project sponsored by the National Assessment of Educational Progress to evaluate students' writing ability. (KS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

(3) Third Assessment

(b) Assessment Instrument

ED 191 059 CS 205 780
Keech, Catharine
Topics for Assessing Writing through Writing Samples. Evaluation of the Bay Area Writing Project. Technical Report.
California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date—79
Note—95p.; For related documents see CS 205 779-786. A number of pages may be marginally legible.
Pub Type— Reference Materials - Directories/Catalogs (132) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Educational Assessment, Elementary Secondary Education, Evaluation Methods, Pictorial Stimuli, *Stimuli, *Student Evaluation, Verbal Stimuli, *Writing (Composition), *Writing Instruction
Identifiers—*Bay Area Writing Project, National Assessment of Educational Progress, Third Writing Assessment (1979), *Writing Topics

Prepared as part of the evaluation of the Bay Area Writing Project (BAWP), this report offers topics for use in obtaining writing samples by which to evaluate student writing. An introduction explains the classification of the topics and suggests ways of selecting topics. The topics themselves are offered in nine appendixes. Four of the appendixes list topics for expressive writing, categorizing them as pictorial and musical stimuli, verbal fragments, hypothetical situations, and short topics. The next three appendixes list expository and transactional writing topics, classifying them as topics for argument or evaluation, for transactional writing, and for critical (expository) writing. The eighth appendix contains topics for obtaining writing samples in the expressive and expository modes. The last appendix lists the revised writing objectives of the National Assessment of Educational Progress (NAEP). (RL) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instrument (Objectives).

2. Special Assessments and Probes

b. ADULT SCIENCE MINI ASSMT

(d) Results

EJ 253 004 TM 506 405
Haertel, Geneva D. And Others
Early Adolescent Sex Differences in Science Learning: Evidence from the National Assessment of Educational Progress.
Pub Date—81
Available from—Reprint: UMI
Journal Cit—American Educational Research Journal; v18 n3 p329-41 Fall 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—*Academic Achievement, *Adolescents, Ethnicity, *Learning Motivation, Literature Reviews, Secondary Education, *Secondary School Science, *Sex Differences, Socioeconomic Status
Identifiers—Adult Science Mini Assessment (1977), *National Assessment of Educational Progress

Data from the 1976 NAEP Science Assessment were used to explore sex differences in science learning and its determinants with controls for ethnicity and parental socioeconomic status. No sex difference in science learning was found, but a sex-specific trend in science motivation was detected. (Author/GK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

c. BASIC LIFE SKILLS MINI ASSMT

(b) Assessment Instrument

ED 177 329 CE 022 881
Roby, Wallace R. Juzwic, William
Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.
Norwich Board of Education, Conn.
Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.
Pub Date—Jul 78
Note—128p.; Parts marginally legible
Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Employment Qualifications, Evaluation Needs, *Job Skills, Objectives, Performance Specifications, Program Descriptions, *Program Evaluation, Secondary Education, Skill Development, *Test Construction, *Testing, Tests, *Vocational Education
Identifiers—Basic Life Skills Mini Assessment (1977), *Connecticut, National Assessment of Educational Progress

A project was conducted to (1) develop test exercises for identified skills important to success in many occupations, (2) field test their practicality of administration in Norwich, Connecticut, vocational programs, and (3) survey opinions of employers and educators regarding test exercise generalizability across occupational fields and potential to measure on-the-job behaviors. Based upon skills identified by the National Assessment of Educational Progress (NAEP) as being generally useful in careers, basic work skill exercises were prepared for the forty-seven objectives published by NAEP. A questionnaire was designed as a guide for evaluating the exercises by persons who had close contact with upper grade students or graduates now working on jobs. Among the findings of the questionnaire were that reviewers rated the stated objectives as important to the job success of high school graduates and the work skill exercises as generalizable to a broad range of occupations. (Appended material includes the assessment exercises for work-skill goal areas and objectives generally useful in a broad range of occupations and careers.) (LRA) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Objectives).

EJ 251 946 CE 511 362
Dearman, Nancy B. Plisko, Valena White
Test Scores and Attainment Rates.
Pub Date—81
Available from—Reprint: UMI
Journal Cit—American Education; v17 n7 p15-20 Aug-Sep 1981
Pub Type— Journal Articles (080) — Numerical/Quantitative Data (110) — Reports - General (140)
Descriptors—Academic Achievement, *Academic Aspiration, College Bound Students, *College Entrance Examinations, *Educational Assessment, *Educational Attainment, Minimum Competencies, *Minimum Competency Testing, Tables (Data)
Identifiers—American College Testing Program, Basic Life Skills Mini Assessment (1977), *National Assessment of Educational Progress, Scholastic Aptitude Test

Looks at four sources for measuring national student performance: (1) the National Assessment of Educational Progress study of basic skills; (2) competency testing in reading, writing, and arithmetic; (3) college entrance examination scores; and (4) rates of educational attainment by sex, race, ability level, and socioeconomic status. (SK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

h. MATH MINI ASSMT

(d) Results

ED 222 553 TM 820 707
Enemark, Peter Wise, Lauress L.
Supplementary Mathematics Probe Study. Final Report.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—AIR-892-FR
Pub Date—14 Dec 81
Grant—NIE-G-80-0003
Note—83p.; Tables 9-13 are marginally legible due to small print; For related documents, see TM 820 708-712 and TM 820 716.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, Attitude Measures, Computer Assisted Instruction, Educational Assessment, Instructional Improvement, *Mathematics Achievement, Models, National Surveys, *Predictor Variables, Psychometrics, Racial Differences, School Role, Secondary Education, Sex Differences, *Student Characteristics, Student Evaluation
Identifiers—Mathematics Mini Assessment (1976), *National Assessment of Educational Progress, *NIE ECS NAEP Item Development Project

Data from 10,000 17-year-old respondents to the National Assessment of Educational Progress (NAEP) 1975-76 Special Mathematics Probe (Basic Mathematics Assessment) were analyzed. The primary purpose was to identify respondents' background characteristics associated with basic mathematics achievement. The achievement items and 241 background variables were reduced through clustering techniques to composites: academic orientation; comfort/confidence about mathematics; community characteristics; effort in mathematics; extracurricular activities; individual program characteristics; locus of control; mathematics courses taken; personal demographics; school program variables; self esteem; and television watched. Causal models relating achievement to background found some relationship between the availability of specialized equipment, specifically computers, and student interest as evidenced by the number and level of mathematics courses taken by students with similar academic orientation and background. After these variables were controlled, internal locus of control and greater levels of mathematics confidence were significant predictors of achievement. Although related to attitudinal measures, predictors were generally the same for both sexes. Predictor patterns were generally similar with respect to race but large differences in achievement levels were not explained by the variables. Descriptive analyses and summaries of achievement data from 13-year-old respondents are included. Primary type of information provided by the report: Results (Secondary Analysis). (Author/CM)

3. NAEP Publications Not Related to Specific Single Assessment

a. METHODOLOGICAL PUBLICATIONS

ED 044 438 TM 000 164
Holtzman, Wayne H.
The Changing World of Mental Measurement and Its Social Significance.
Pub Date—Sep 70
Note—20p.; Presidential Address (Division 5) at the annual meeting of the American Psychological Association, Miami Beach, Florida, September 1970
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Aptitude Tests, Computers, Educational Change, *Educational Innovation, *Equal Education, *Evaluation, Measurement, *Measurement Techniques, National Norms, Objective Tests, Social Change, Standardized Tests, *Technological Advancement
Identifiers—National Assessment of Educational Progress

Prior to the late fifties test usage enjoyed a degree of acceptance which diminished as test impartiality was increasingly questioned. Criticisms of testing are delineated, including the discrimination implicit in normative testing itself and the application of resulting test scores. This criticism of measurement techniques has directed attention to other inequities in the educational system. Thus, the emergence of new educational techniques and related measurement techniques is a major force in educational reform, resulting in such innovations as new instructional techniques and curricula. Another important departure from standarized normative measures grows out of the increased concern for developing a national system of social indicators. One of the most significant changes in the field of mental measurement in recent years is a recognition of social, cultural, and linguistic variability. In conclusion, it is noted that the electronic computer is necessary to the implementation of most of the new developments in measurement. A bibliography is included. (Author/PR) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Theoretical).

ED 051 298 TM 000 619
Womer, Frank B.
Measurement in Education: National Assessment Says.
National Council on Measurement in Education, East Lansing, Mich.
Pub Date—Oct 70
Note—8p.
Available from—National Council on Measurement in Education, Office of Evaluation Services, Michigan State University, East Lansing, Michigan 48823. $2.00 per year (4 issues); single issues 0.25 each in quantities of 25 or more
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adults, *Attitude Change, *Attitudes, Citizenship, Data Collection, Difficulty Level, Evaluation, Evaluation Methods, *Knowledge Level, Longitudinal Studies, Measurement Techniques, Multiple Choice Tests, *National Surveys, Sciences, *Skills, Standardized Tests, Test Construction, Test Items, Young Adults, Youth
Identifiers—*National Assessment of Educational Progress

National Assessment is a data gathering project designed to provide information, in ten subject areas, about knowledge, skills, understandings and attitudes of young people in this country, and to assess changes in these variables over time. The data is collected and reported at the item level. Each exercise was developed with emphasis on content validity, and is geared to sample a specific objective within a subject area. A striking feature of the first National Assessment report is that there are no scores or norms with which to compare results. Instead the individual exercises with the percent choosing or producing each response (p-values), both correct and incorrect, are given. This technique allows the reader to evaluate results and draw inferences for himself rather than just review an average or summary. Also, by looking at the P-values of wrong responses, considerable light may be shed on commonly held misconceptions. Generalizations discussed are based on exercises from the subject areas of Science and Citizenship, with only partial National Assessment results available for the latter, and are drawn by looking at the exercises as a total set of exercises, not as a total score. They are not to be construed as representing the National Assessment's viewpoint, as the selection of these generalizations, rather than others that might be drawn from the data, is a personal one. (Author/CK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Program Goals).

ED 052 244 TM 000 650
Womer, Frank B.
Research Issues Arising from the National Assessment of Educational Progress.
Pub Date—Feb 71
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Conferences, *Data Analysis, Demonstration Programs, *Educational Objectives, Educational Research, Educational Testing, Evaluation Methods, Models, *National Surveys, Performance, *Sampling, Test Construction, Testing Problems, Test Reliability
Identifiers—*National Assessment of Educational Progress

This symposium deals with recent issues in the development of the National Assessment model. General goals are outlined and the following topics are discussed: "Objectives and Exercises" (Jack C. Merwin); "Sampling" (A. Finkner); and "Data Analysis" (John Milholland). (CK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Conceptual).

ED 064 393 TM 001 641
Rogers, W. Todd
Jackknifing Disattenuated Correlations: National Assessment of Educational Progress.
Colorado Univ., Boulder. Lab. of Educational Research.
Pub Date—[72]
Note—52p.
Available from—Laboratory of Educational Research University of Colorado, Boulder, Colorado
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Computer Science, *Correlation, *Educational Programs, *Hypothesis Testing, *Models, Problem Solving, *Program Evaluation, Sampling, Simulation, Theories, Values
Identifiers—*Jackknifing Technique, National Assessment of Educational Progress

The jackknife is a general inferential technique intended to ameliorate the problems associated with inadequate sampling theory. The research reported herein is directed at investigating the utility of the jackknife for establishing confidence intervals on and testing hypotheses about the disattenuated correlation coefficient for small samples. A review of the literature is made. Several computer simulations were performed to investigate the utility of the jackknife. The theory of the jackknife implies that the jackknife statistic is approximately distributed as a Student - t variate with the appropriate degrees of freedom. Results include: (1) The direction of the difference between the theoretical and actual cumulative proportions of jackknife statistics which were at or below the 10 percentile points of comparison varied across the different values of p(TX, TY); (2) The jackknife was sensitive to changes in the values of the reliabilities for each combination of p(TX, TY) and N;. Conclusions include: (1) It is unlikely that a mathematical model can be formulated to describe the sampling distribution; (2) The performance of the jackknife was sensitive to changes in the values of the input a parameters; and (3) The jackknife can be used to set approximate confidence intervals. (CK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Sampling).

ED 069 699 TM 002 150
Fremer, John And Others
Student Involvement in Test Development.
Educational Testing Service, Princeton, N.J.

Report No.—ETS-TDR-72-3
Pub Date—May 72
Note—39p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, College Students, *Educational Improvement, Interviews, *Measurement Techniques, *Physical Education, Questionnaires, Rating Scales, Student Evaluation, *Student Participation, *Test Construction, Testing, Tests
Identifiers—AAHPER Cooperative Health Education Tests, Advanced Placement Examinations (CEEB), College Board Achievement Tests, National Assessment of Educational Progress, Undergraduate Program Field Tests

This report reviews the issue of student involvement in test development and presents summaries of instances of student contributions to tests and testing programs. The report goes on to describe a study in which a preliminary version of the Undergraduate Program Physical Education Test was administered on an experimental basis to a group of students majoring in physical education. These students evaluated a number of aspects of the draft test via a questionnaire and provided further reactions in interviews conducted by the authors. The responses of the students are analyzed and general themes identified. Suggestions are offered regarding future attempts to involve students in the test development process. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Conceptual).

ED 074 620 EA 005 019
Conaway, Larry E.
Some Implications of the National Assessment Model and Data for State and Local Education.
Research Triangle Inst., Durham, N.C. Statistics Research Div.
Pub Date—26 Feb 73
Note—16p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Educational Objectives, Educational Research, *Evaluation, Evaluation Methods, *National Norms, National Surveys, Standardized Tests, *Testing
Identifiers—*Assessment, National Assessment of Educational Progress

The National Assessment of Educational Progress is encouraging the interpretation of its data to make them more useful for local educators, and is facilitating the adaptation of NAEP procedures to State and local assessment programs. The Department of Utilization/Applications was formed in October 1971 to facilitate the use of technology developed and data produced by the commission. The implications of the NAEP model and data for local education are discussed. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Utilization).

ED 078 091 TM 002 911
Bonney, Lewis A.
Application of the National Assessment of Educational Progress Philosophy in San Bernardino City Unified School District.
Pub Date—73
Note—11p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Accountability, Community Control, *Criterion Referenced Tests, *Curriculum Development, *Educational Objectives, *Evaluation Methods, Models, Program Descriptions, *Student Evaluation

the steps taken by a large urban school district to develop and implement an objectives-based curriculum with criterion-referenced assessment of student progress are described. These steps include: goal setting, development of curriculum objectives, construction of assessment exercises, matrix sampling in test administration, and reporting of results. The model provides for local control of educational objectives with credible accountability to the people for instructional results. (CK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 080 598 TM 003 115
Maine Assessment of Educational Progress, Report 2. Results Report 1: Citizenship and Writing, 1972.
Maine State Dept. of Educational and Cultural Services, Augusta.; Research Consortium for Educational Assessment.
Report No.—R-2
Pub Date—72
Note—74p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, Citizenship, Comparative Analysis, Data Analysis, Data Collection, Educational Research, *Educational Status Comparison, *Measurement Instruments, Secondary Education, State Programs, *Student Evaluation, Tables (Data), Test Interpretation, *Test Results, Writing Skills
Identifiers—*Maine Assessment of Educational Progress, National Assessment of Educational Progress

The purpose of the Maine Assessment of Educational Progress (MAEP) in 1972 was to complete the first phase of a 10-year comprehensive needs assessment program involving students in public and non-public schools of the state. The total program is designed to provide specific information about knowledge, skills, understandings, and attitudes in 10 subject areas. The first phase investigated the areas of Citizenship and Writing, using a state-wide probability sample of Maine's 17-year-old student population and the National Assessment of Educational Progress (NAEP) model. This report discusses sampling considerations, exercise package development, administration and scoring, data analysis plan, descriptive analyses, comparisons with National assessment, and within Maine analyses. The overall Citizenship results showed that there was a tendency for the Maine students to surpass national performance on concern for the well-being of others and respect for their rights as individuals. With respect to the Writing results, it is concluded that more emphasis on scholastic writing opportunities is needed to align Maine student performance with that of the Northeast region and the nation. (For appendixes to the report, which are bound separately, see TM 003 116; for a discussion of the study methodology, see TM 003 117.) (DB) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 083 284 TM 003 246
Klein, Stephen P. Kosecoff, Jacqueline
Issues and Procedures in the Development of Criterion Referenced Tests.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—TM-R-26
Pub Date—Sep 73
Note—18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Criterion Referenced Tests, Elementary Education, *Mathematics, Secondary Education, *Test Construction, *Testing Programs, *Tests
Identifiers—National Assessment of Educational Progress

The basic steps and procedures in the development of criterion referenced tests (CRT), as well as the issues and problems associated with these activities are discussed. In the first section of the paper, the discussions focus upon the purpose and defining characteristics of CRTs, item construction and selection, improving item quality, content validity, item and test bias, test scores, and packaging and other considerations. In the second section, the results of a survey conducted to assess current efforts in criterion referenced testing are summarized. Five defining characteristics-program focus, instructional dependence, objective and item generation, test models and packaging, and test scores-are provided for each of the following testing programs: California Test Bureau-McGraw-Hill, Prescriptive Mathematics Inventory; Comprehensive Achievement Monitoring; Individualized Criterion Referenced Testing; Instructional Objectives Exchange; MINNEMAST Curriculum Project-University of Minnesota; National Assessment of Educational Progress; Southwest Regional Laboratory; System for Objectives Based Assessment-Reading, Center for the Study of Evaluation; UCLA; and Zweig and Associates. From this analysis, 10 questions that the CRT developer must answer in order to clarify the nature and purpose of a CRT are provided. (DB) Aspect of National Assessment (NAEP) dealt with in this document:

Procedures (Exercise Development).

ED 084 657 EA 005 636
Pyecha, John N.
Minnesota Educational Assessment: A Comprehensive Planning Study.
Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Planning and Development.
Pub Date—Jan 73
Note—108p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Achievement, Administration, Data Analysis, Data Collection, Data Processing, *Educational Assessment, Educational Planning, Educational Programs, Evaluation, *Evaluation Methods, Information Dissemination, Information Utilization, *Program Effectiveness, State Departments of Education, *State Programs
Identifiers—Elementary Secondary Education Act Title III, Minnesota, National Assessment of Educational Progress

The proposed program represents a vehicle whereby Minnesota can conduct a comprehensive assessment of the State's educational progress. It can provide a means of periodically monitoring achievement in the cognitive, affective, and psychomotor domains. The program is modeled after the National Assessment of Education Progress (NAEP), an ongoing educational project designed to give educators and the lay public a better look at those knowledges and skills that American youth have acquired. NAEP provides for a systematic, continuous, census-like survey of knowledges, skills, understandings, and attitudes as exhibited by students and young adults in four age levels and across ten different subject areas. By following the NAEP model, Minnesota can hopefully reduce the Minnesota student assessment results to NAEP results for students in the nation as a whole, as well as for those in the Central Region; and take advantage of exercise administration, data collection, sampling, and data analysis methodologies developed by NAEP. (Portions of pages 29 and 86 may reproduce poorly.) (Author/WM) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 088 750 SO 007 099
Taylor, Bob L.
Use of the Model at the State and Local Levels.
Pub Date—[73]
Note—15p.; Paper presented at the National Council for Social Studies (San Francisco, November, 1973)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Accountability, *Achievement Rating, Comparative Analysis, Course Evaluation, Criterion Referenced Tests, *Educational Assessment, *Evaluation Methods, *Models, National Norms, *National Surveys, Norm Referenced Tests, Program Evaluation, School Districts, School Surveys, State Programs, Statewide Planning, Student Evaluation
Identifiers—*National Assessment of Educational Progress

The National Assessment, a census-like study to collect information concerning the educational attainment of Americans, is being adapted in many states with the results of the adaptations being used for decision making by state agencies or by teachers and administrators. The characteristics of the adaptations follow patterns related to this distinction of intended user. From among those states which have adapted the National Assessment as a model for assessment programs, this paper discusses the state-level programs in Maine, Connecticut, Texas, and Colorado and the district-level programs in Nebraska and Maryland. Although certain characteristics denote a good assessment program, the many possible variations open the model to misuse. Appropriate use of the national model can promote curriculum improvement and yield valuable information for decision making; for example, the necessity of determining behavioral objectives can lead to sharpened perceptions of educational aims, but the exercise can also narrow perspectives. Assessment data too can be misinterpreted and misapplied. An optimum use of the model is for accountability when applied to a total organization, such as a school. (JH) Aspect of National Assessment (NAEP) dealt within this document: Procedures (Replication).

ED 089 464 EA 006 051
Adams, John W. Johnson, Randall E.
Minnesota Educational Assessment: Pilot Phase Results. Summary Report.
Minnesota State Dept. of Education, St. Paul. Div. of Planning and Development.
Pub Date—Feb 73
Note—20p.; A related document is EA 005 636
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Accountability, *Attitudes, *Educational Assessment, Elementary Education, *Mathematics, Program Effectiveness, *Reading Ability, State Programs, State Surveys
Identifiers—Minnesota, National Assessment of Educational Progress

The main document, of which this report is a summary, covers the assessment activities of the Minnesota Department of Education from June 1971 through December 1972. This summary report contains a chapter-by-chapter overview of the full report, with a concentration on the conclusions and recommendations drawn from the reading, mathematics, and attitude findings of the study. (JF) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 096 348 TM 003 955
Bryant, Edward C. And Others
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature.
Westat Research, Inc., Rockville, Md.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—74
Note—216p.; For a related document, see TM 003 956
Available from—Westat, Inc., 11600 Nebel Street, Rockville, Maryland 20852 ($4.00)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Academic Achievement, Aspiration, *Background, *Data Analysis, Education, Educational Assessment, Educational Environment, *Environmental Influences, Expectation, Income, *Literature Reviews, Motivation, Occupations, *Outcomes of Education, Performance Factors, Relationship, Self Concept, Socioeconomic Status, Student Attitudes, Student Characteristics
Identifiers—National Assessment of Educational Progress

The literature is reviewed that addresses the association between background factors and educational outcomes. After completing the review, Westat, Inc. issued this report which synthesizes the literature into correlates of academic performance and outcomes other than academic achievement. The former considers such background variables as socioeconomic status, personal characteristics of students, school variables, attitudes, motivations, self-perception, aspirations, intentions, and expectations. The latter discusses the relation of background factors to education, occupation, and income; considers socioeconomic status, ability, and attendance at college; looks at job experience as an outcome of education; and studies attitudes and motivations. Summaries of both sections appear, and a section detailing the report's conclusions and an epilogue describing the methodology used in relating background variables to outcomes are included. (SE) Primary type of information provided by report: Procedures (Background Variables).

ED 096 349 TM 003 956
Bryant, Edward C. And Others
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature. Appendix.
Westat Research, Inc., Rockville, Md.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—74
Note—163p.; For a related document, see TM 003 955
Available from—Westat, Inc., 11600 Nebel Street, Rockville, Maryland 20852 ($2.00)
Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Academic Achievement, *Background, Bibliographies, *Education, Educational Assessment, *Environmental Influences, *Literature Reviews, *Outcomes of Education, Relationship, Student Characteristics
Identifiers—National Assessment Of Educational Progress

Two hundred and thirty-two articles, research reports, graduate dissertations, and books, published between 1953 and 1973, are listed in this bibliography for scholars, educators, and researchers. The bibliography is a supplement to a report concerning the association between educational outcomes and background variables. A wide range of studies is listed, including investigations of personal, attitudinal, and environmental factors which affect educational outcomes, and several statistical studies of educational outcomes and background variables are highlighted. The relevance of thise studies to the objectives of the National Assessment of Educational Progress is emphasized. (Author/SE) Primary type of information provided by report: Procedures (Background Variables).

ED 104 936 TM 004 394
Peng, Samuel S.
The Essence of Balancing: Adjustment of Group Effects.
North Carolina Univ., Chapel Hill. L.L. Thurstone Psychometric Lab.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 75
Grant—NE-G-00-3-0111
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Analysis of Variance, *Comparative Analysis, Cultural Differences, *Groups, *Individual Differences, Matrices, Measurement Techniques, Predictor Variables, Racial Differences, *Sampling, Socioeconomic Status, *Statistical Analysis, Statistical Bias, Test Results
Identifiers—*Balance, National Assessment of Educational Progress

This paper was intended to promote a deeper understanding of a statistical method called balancing developed by National Assessment of Educational Progress. Problems in estimating main effects when populations are disproportionate, balancing solutions to these problems, methods equivalent to balancing, interpretation of balanced results, and some applications are considered and accompanied with examples. It is concluded that properly balanced results or the adjusted marginal means should be considered in studies in which group status or group comparisons are of a major concern. The process of balancing can be used to identify variables relating to outcome measures, and to test for spuriousness of the group effects. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Analysis).

ED 125 894 SE 020 834
Morrison, Max
Iowa Assessment Report in Mathematics, 1975-76 School Year.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Planning, Research, and Evaluation.
Pub Date—[76]
Note—16p.; Not available in hard copy due to marginal legibility of original document
Available from—State of Iowa, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319 (free while supply lasts)
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Achievement, Behavioral Objectives, Criterion Referenced Tests, *Educational Assessment, Elementary School Mathematics, Elementary Secondary Education, *Evaluation, *Mathematics Education, Secondary School Mathematics, State Programs, *Testing Programs
Identifiers—*Iowa, National Assessment of Educational Progress

The Iowa Assessment program used criterion referenced tests developed for use with students in grades 5 and 8. Participation by local school districts was on a voluntary basis. Lists of minimal objectives were developed after reviewing textbooks and objectives identified by the National Assessment of Educational Progress. These objectives were reviewed by mathematics teachers, and from them 58 were selected for the beginning fifth-grade level and 62 for the beginning eighth-grade level. Four items were written for each objective. This document presents the lists of objectives and percent of students tested who displayed mastery of each objective. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Objectives).

ED 128 363 TM 005 485
Educators Look at Reading Results; Summary of Findings and Preliminary Interpretation by the Richfield Reading Data Analysis Committee.
Richfield Public Schools, Minn.
Pub Date—Mar 75
Note—39p.; For a related document, see TM 005 486
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Academic Standards, Age Differences, *Educational Assessment, *Elementary Secondary Education, *Program Evaluation, Program Improvement, *Reading Programs, *Reading Skills, School District Autonomy, *School Districts, Sex Differences, Student Attitudes, Student Evaluation, Teacher Participation, Test Results
Identifiers—Minnesota (Richfield), National Assessment of Educational Progress, *Richfield Educational Assessment Program

The Richfield Educational Assessment Program is a district-wide effort to collect specific information about the knowledge, skills, understandings, and attitudes of students in selected areas. The information collected will be used to help Richfield citizens and educators make decisions for program improvement. The program closely parallels both the National Assessment of Educational Progress and the Minnesota Educational Assessment Program, but it allows a local district to analyze the performance of its own students. Before the assessment, teachers set the standards for student performance; Richfield was the first district in the nation to set local standards, or expectation levels, for performance on items used in both the national and state assessments. The 1973-74 program evaluated 9- , 13- , and 17-year-olds in four major categories of reading skills: word identification and word recognition; understanding of word meanings, word relationships and sentences; understanding of the relationships of ideas in paragraphs and longer passages; and applying basic reading skills for purposes of studying, gathering information and following directions. (BW) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 131 119 TM 005 845
Cramer, Elliot M. Appelbaum, Mark I.
An Evaluation of Some Methods Used in the National Assessment of Educational Progress. Final Report.
North Carolina Univ., Chapel Hill. L.L. Thurstone Psychometric Lab.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Grant—NEG-00-3-0111
Note—131p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, Analysis of Covariance, *Analysis of Variance, Comparative Analysis, *Groups, *National Surveys, *Statistical Analysis
Identifiers—*Balance, National Assessment of Educational Progress, Nonorthogonal Analysis of Variance

A recurring problem in educational research has been the adjustment of data to account for initial differences among observed groups of individuals on attributes uncontrollable by the researcher. The procedure called "balancing" is introduced in the National Assessment of Educational Progress report as an adjustment method for this purpose. Since it is apparent that balancing is being used extensively both in the NAEP work and in the analysis of data from state assessments, this research aims at the development of a better understanding of the method and an evaluation of its strengths and weaknesses. The investigation of the nature of balancing required a detailed investigation of the nonorthogonal analysis of variance, the fundamental concepts of marginal means and marginal populations, as well as the investigation of balancing-like data analytic techniques such as "smear and sweep," analysis of covariance, and standardization. It was concluded that the general framework of nonorthogonal analysis of variance encompasses the most useful of the adjustment procedures when used in conjunction with the estimation of weighted marginal means. (RC) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Analysis).

ED 137 412 TM 006 221

Conaway, Larry E. And Others

An Analysis of the Results of the Florida Educational Assessment Using the NAEP Model. Reading and Mathematics, 1974-75.

Florida State Dept. of Education, Tallahassee. Student Assessment Section.; Research Triangle Inst., Durham, N.C.; Westinghouse Learning Corp., Iowa City, Iowa.

Pub Date—May 76

Note—157p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Achievement, Age Differences, Age Groups, *Comparative Testing, Demography, *Educational Assessment, *Elementary Secondary Education, Family Characteristics, *Mathematics, National Norms, Norm Referenced Tests, Parent Education, Racial Differences, *Reading, Research Design, Research Methodology, Sampling, School Role, Sex Differences, Spanish Speaking, *State Programs, Statistical Analysis, Student Characteristics, Testing Programs, Test Results

Identifiers—*Florida National Assessment Replication, Florida Statewide Assessment Program, National Assessment of Educational Progress

This report of the results of the 1974-75 Florida National Assessment Replication in reading and mathematics at the 9-, 13-, and 17-year-old age levels consists of several major parts: an overview of the assessment design and methodology, comparisons of performance levels for groups of Florida students within each age level, comparisons of performance levels for groups of Florida students across age levels, and comparisons of Florida performance levels with National Assessment performance levels. Chapter 2 describes the design and methodology of Florida's National Assessment Replication in reading and mathematics. Chapter 3 reports comparisons of reading and mathematics performance levels for groups of Florida 9-, 13-, and 17-year-olds classified by home, school, and student characteristics. The reporting variables are sex, race, size and type of community, parents' education, reading materials in the home, and Spanish as a native language. Chapter 4 compares reading and mathematics performance levels across ages on items administered at more than one age. Chapter 5 presents comparisons of reading and mathematics performance levels for Florida students and National Assessment groups at ages 9, 13, and 17. Comparisons are made between Florida and the Nation and between Florida and the Southeast. Comparisons are also made between groups of students from Florida and the Nation classified according to sex, race, size and type of community, and parents' education.(Author/MV) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 141 214 SO 010 048

Social Studies Highlights Report, 1974-75. Bulletin 1459.

Louisiana State Dept. of Education, Baton Rouge.

Pub Date—76

Note—74p.; Some tables may be of marginal print quality; Report prepared by Bureau of Educational Assessment, State Dept. of Education

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Civics, Comparative Analysis, *Educational Assessment, *Educational Needs, Elementary Secondary Education, Evaluation, *Social Studies, *State Surveys, Tables (Data), *Test Results

Identifiers—*Louisiana

Methodology and results of social studies assessment in Louisiana are reviewed, and student performance is compared to national and southeast regional norms. A total of 15,000 students ages nine, 13, and 17 were surveyed during 1974-75. The assessment instrument covered five major objectives of social studies instruction as identified by a community survey. Some of the questions were based on National Assessment of Educational Progress social studies items. Results show that the nine-year-olds are slightly below the national average and even with peers in the southeast. They score highly in commitment to democratic principles, but have low understanding of the human condition and government machinery. The 13-year-olds score below national and regional averages. Comprehension of governmental apparatus and commitment to democratic principles are both low. The 17-year-olds, also below national and regional averages, have a good understanding of the human condition and the workings of government. However, they have difficulty in reaching conclusions logically. Charts illustrate comparative achievement by age groups. Additional sections of the report (1) compare student performance within state regions, (2) list percentages of correct and incorrect responses to specific questions by age group, and (3) suggest remedial actions for parish, state, and university groups. (AV) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 147 372 TM 006 839

McCord, Tom B.

How Can Local School Districts Use NAEP Data.

Pub Date—5 Apr 77

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Affluent Youth, Elementary Education, Females, *Grade 4, Intermediate Grades, Males, *Mathematics, National Norms, *Norm Referenced Tests, Parent Participation, *Pilot Projects, Program Costs, *School Districts, Scoring, Socioeconomic Background, Suburban Youth, Testing Programs, Volunteers

Identifiers—*Cheyenne Mountain School District CO, Colorado (Colorado Springs), National Assessment of Educational Progress

The Cheyenne Mountain Schools, a small suburban school district in Colorado Springs, Colorado, used the National Assessment of Educational Progress (NAEP) data to compare the mathematics achievement of its nine-year-old pupils with pupils of the same age living in similar communities across the United States. Working closely with NAEP personnel, school district representatives chose 65 NAEP exercises to be used in the assessment. District personnel reprinted the exercises, duplicated the NAEP audio tapes of test instructions, and relicated NAEP scoring and tabulation materials. A volunteer group of 12 mothers from the district hand-scored and tabulated the results. The resulting data were compared to NAEP data for nine-year-olds from communities classified as "high metro," large urban areas where a high proportion of adults are in professional or managerial positions. Among nine-year-olds in the Cheyenne Mountain Schools: (1) Boys performed significantly higher than their national counterparts on 13 of the 65 NAEP exercises, and significantly lower on 13; (2) girls performed significantly higher on 16 items, and significantly lower on 21; and (3) the combined performance of boys and girls was significantly higher on 14 exercises, and significantly lower on 15. (Author/MV) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 170 347 TM 008 730

Citizenship. A Statewide Assessment in Texas.

Texas Education Agency, Austin.

Pub Date—78

Note—85p.; For related documents, see TM 008 732 ; Best copy available

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Attitude Measures, *Citizenship, *Educational Assessment, *Educational Objectives, Elementary Secondary

Education, Performance Factors, *Political Attitudes, *Political Science, *Social Attitudes, State Programs, State Surveys, Student Attitudes, Student Characteristics, Tables (Data), Testing Programs, Test Results
Identifiers—National Assessment of Educational Progress, Texas, *Texas Assessment Project

Citizenship test items developed by the National Assessment of Educational Progress were administered to a large sample of 9, 13, and 17-year old students, as part of the Texas Assessment Project. The knowledge and attitudes assessed fell into three categories: (1) political knowledge: constitutional rights, governmental structure, governmental function, and general knowledge; (2) political attitudes: constitutional rights, political processes, and necessity for law; and (3) social attitudes: equal opportunity and respect for others. The resulting data are presented in terms of the percentage answering correctly for each age group. Data are also presented according to each of the following subpopulations or factors: geographic region; type of school district (rural, urban, etc.); school district size; school district expenditure per student; racial or ethnic group; sex; family income; and language spoken at home. (The 101 items administered to the students are included in the appendix.) (GDC) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 177 571 CS 205 208
Applebee, Arthur N.
Trends in Written Composition.
Pub Date—Oct 79
Note—27p.; Paper presented at the Midwest School Improvement Forum (Milwaukee, WI, October 23-25, 1979)
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Research, Elementary Secondary Education, English Instruction, *Evaluation Methods, *Inservice Teacher Education, Trend Analysis, *Writing (Composition), *Writing Processes, *Writing Research, *Writing Skills
Identifiers—National Assessment of Educational Progress

Recent trends in composition research indicate that attention has turned away from the parts of the writing product toward the steps involved in the writing process. There are two common threads to this research: (1) writing has a number of distinct stages including prewriting, writing, and editing, and (2) errors are a natural part of learning, and are often an indication of progress and growth, rather than of a mistake that needs to be eradicated. Trends in evaluation of written composition include a return to the use of the writing sample, scored holistically, or for "primary traits" (a system developed for the National Assessment of Educational Progress). Another important trend in teaching writing involves inservice education programs, such as the Bay Area Writing Project, that seek to involve the teachers in writing themselves and thereby aid in their understanding of the writing process. (MKM) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 184 133 CS 205 443
DoDDS Language Arts Assessment Results, 1977-78.
Dependents Schools (DOD), Washington, D.C.
Pub Date—[78]
Note—12p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, Federal Government, *Language Arts, *National Surveys, *Program Effectiveness, Secondary Education, *Writing (Composition), *Writing Research, *Writing Skills
Identifiers—National Assessment of Educational Progress

The results of two large scale assessment efforts by the United States Department of Defense Office of Dependents Schools (DoDDS) are set forth in tabular form in this booklet. First described is the initial DoDDS assessment of composition skills–administered to several thousand eighth and eleventh grade students in the spring of 1978–that consisted of a set of survey questions and the collection of two writing samples from each pupil. Pupil essays, scored on a system developed by the National Assessment of Educational Progress (NAEP), are compared to essays obtained in NAEP's 1974 national assessment of composition. An analysis of the survey responses mentions that over half the students state that they write less than three times per week in English classes, with 30% of eleventh and 21% of eighth grade students reporting that they write less than once per week. The second test described is the annual DoDDS English program assessment given to 1,600 eighth and eleventh grade students worldwide in the DoDDS system. Scores were compared to and averaged higher than the average pupil score on the NAEP. Weak areas cited for eighth grade students are literal reading comprehension and organization of sentences into a paragraph; for eleventh grade students weak areas are interpretive reading comprehension, English usage, and selecting topic sentences. (AEA) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 189 187 TM 800 369
Torgeson, Ronald M.
Reading in North Dakota. A Statewide Assessment of Reading Performance: Grades Four, Eight and Eleven, 1976-77 School Year.
North Dakota State Dept. of Public Instruction, Bismarck.
Pub Date—[77]
Note—56p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Educational Assessment, Educational Objectives, Elementary Secondary Education, Grade 4, Grade 8, Grade 11, *Reading Achievement, Reading Comprehension, *Reading Tests, *State Programs, Student Evaluation, Testing Programs, Word Recognition, Word Study Skills
Identifiers—National Assessment of Educational Progress, *North Dakota

Information is provided concerning the reading performance of North Dakota students and is reported as the percentage of correct responses for each objective. Students in grades 4, 8, and 11 in North Dakota's public and private schools were assessed. Information about basic reading objectives was collected in order to evaluate their relationship with student performance. The objectives were organized into four Domains, each encompassing clearly stated goals: (1) Word Identification and Word Recognition Skills; (2) Word and Sentence Comprehension; (3) Comprehension of Longer Discourse; and (4) Reading Study Skills. A criterion-referenced instrument (reading exercises appropriate for a grade level, and those cutting across two or more levels) was used to conduct the assessment. Findings showed general performance across the grade levels to be good, with the following areas requiring attention: practical application of syllabication, prefixes, roots and suffixes; competence in word relationships/meanings and sentence meanings; critical and judgmental reading; and using visual displays for identification of details and inferences. Also included are recommendations and use of the assessment information. (Author/GSK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 195 576 TM 810 026
Writing Assessment for the 1980s. Proceedings of a National Conference on the Assessment of Writing (Boulder, Colorado, June 13, 1980).
Northwest Regional Education Lab., Portland, Oreg. Clearinghouse for Applied Performance Testing.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—13 Jun 80
Note—110p.
Pub Type— Collected Works - Proceedings (021) — Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Elementary Secondary Education, *Evaluation Methods, Higher Education, Holistic Evaluation, *Scoring, Teacher Workshops, *Writing (Composition), *Writing Skills
Identifiers—Analytic Scoring, Generalizability Theory, National Assessment of Educational Progress, Primary Trait Scoring

The proceedings of a one-day training seminar on the assessment of writing proficiency are presented. The seminar was designed to bring educators up to date on newly developed assessment methods and to help them see the developmental directions of the future. The program was divided into two parts: large-group presentations and small-group training sessions. Texts of the three presentations were reproduced in their entirety and dealt with: (1) a challenge to measurement specialists to make writing assessments relevant and useful to the classroom teacher; (2) an analysis of the similarities and differences between direct (writing samples) and indirect (objective tests) measures of writing; and (3) some possibilities for future approaches to writing assessment. Each of the four training sessions offered a practical set of hands-on experiences to help participants conduct better writing assessment. Session one provided participants with instruction and practice in conducting holistic, analytical, and primary trait scoring. Session two provided holistic scoring in greater depth. Session three provided primary trait scoring in greater depth. Session four provided participants with instruction in the application of generalizability theory to the reliability of writing sample ratings. (RL) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development) (Scoring).

ED 198 155 TM 810 081

Student Writing, 1980: A Description of the Writing Abilities of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.

Education Commission of the States, Denver, Colo.

Spons Agency—Dependents Schools (DOD), Washington, D.C.

Pub Date—Dec 80

Contract—MDA-903-80-C-0025

Note—143p.

Pub Type— Tests/Questionnaires (160) — Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Comparative Testing, *Educational Assessment, Elementary Secondary Education, *Scores, Writing (Composition), *Writing Skills

Identifiers—Department of Defense, *Dependents Schools, *National Assessment of Educational Progress, Primary Trait Scoring

A special assessment of writing skills was conducted during the 1979-80 school year for the Department of Defense Dependents Schools (DoDDS) by the Education Commission of the States. The purposes of the study were to examine the writing abilities of 9-, 13-, and 17-year-olds enrolled in the DoDDS System, and to compare their writing abilities with students enrolled in U.S. schools, as reported by the National Assessment of Educational Progress. The assessment focused on the students' ability to write for a specific purpose. Items presented to students during the assessment are appended. Essays were scored by the primary trait system. In order to ensure comparability of DoDDS results, National Assessment procedures were closely replicated. The report is organized by age group. Within each chapter, results on items administered to that age group are presented as is a discussion of the relationships among performance on various tasks. The comparison between DoDDS and their counterparts as measured by the National Assessment is included at the end of each chapter. (Author/GK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 199 299 TM 810 339

Anderson, Ronald E. And Others

Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.

Minnesota Univ., Minneapolis. Center for Social Research.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—[81]

Grant—NSF-SED-79-17259

Note—29p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Rating, *Data Analysis, Educational Assessment, Elementary Secondary Education, National Surveys, *Research Design, *Research Methodology, *Research Problems

Identifiers—*Data Interpretation, *National Assessment of Educational Progress

The organization of data at the National Assessment of Educational Progress (NAEP) is undergoing a significant transition from a system designed only for national assessment purposes to one designed both for assessment and a variety of academic research interests. The advent of NAEP public-use data files opens up many possibilities for those who have the skills, time, and resources to do secondary analysis. An analysis of the mathematics test items is presented which demonstrates alternate procedures for developing indicators of mathematics achievement. This analysis demonstrates that the NAEP item subsets will not always meet conventional psychometric criteria. This failure to meet standard achievement test criteria does not mean that secondary analysis of the data is unwise. It does imply, however, that interpretation of findings, especially those using subtests, must be made cautiously. Limitations of the methodology must be acknowledged. Conventional achievement testing is not item-centered like assessment testing. The measurement priority of assessment is stability across multiple testings, not relative comparisons among persons. Consequently, standards of item discrimination and construct validity have obviously less import. Of far greater importance for assessments are standards of face validity, content validity, internal consistency and the application of rigorous data analysis techniques. (Author/RL) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 224 812 TM 820 814

Hogan, Thomas P. Mishler, Carol

Relationships Among Measures of Writing Skill.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[82]

Note—43p.

Pub Type— Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Comparative Testing, Criterion Referenced Tests, *Measurement Techniques, Scoring, Test Reliability, *Writing Evaluation, *Writing Research, *Writing Skills

Identifiers—National Assessment of Educational Progress

This literature review summarizes what is currently known about the agreement among six measures of writing skills. Three of these methods involve the application of human judgment in scoring or rating a piece of writing: holistic, analytical, and primary trait scoring. Two methods involve anatomical or taxonomic analysis of a piece of writing: computer analysis and syntactic analysis. The final method involves the use of objective (usually multiple-choice) tests of writing-related skills. The research on relationships among the various measures of writing skills admits of relatively few well-established generalizations. Relationships among some pairs of measures have been well researched, while relationships among other pairs of measures have been virtually untouched by empirical studies. Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Scoring). (Author/PN)

EJ 023 713 AA 506 726

Womer, Frank B.

Reexamination of Multiple-Choice Testing

Pub Date—Apr-May '70

Journal Cit—Educ; 90; 4; 385-89

Descriptors—*Content Analysis, *Educational Testing, *Multiple Choice Tests, *Test Validity

Identifiers—National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instrument (Multiple Choice Exercises).

EJ 040 104 TM 500 202

Berdie, Frances S.

What Test Questions are Likely to Offend the General Public

Pub Date—Sum 71

Journal Cit—Journal of Educational Measurement; 8; 2; 87-93

Descriptors—*Community Attitudes, Evaluation, *Public Opinion, *Test Construction, *Testing Problems

Identifiers—*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Conceptual).

EJ 096 959 SO 502 837
Larkins, Guy A.
NAEP Procedures and Small-Scale Assessment: Applications to Some Local Problems
Pub Date—May 74
Journal Cit—Social Education; 38; 5; 425-427
Descriptors—Achievement Gains, *Educational Assessment, Evaluation Methods, *Sampling, Social Studies, *Test Construction, Test Results
Identifiers—National Assessment of Educational Progress

Suggestions for adapting NAEP procedures for local use are based on the assumptions that instructional decisions can be improved through systematic gathering of data and that every student is not tested. (Author/KM) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Utilization).

EJ 099 390 EA 505 009
Talle, Roger
Application of the National Assessment Model to State and Local Assessment Needs
Pub Date—May 74
Journal Cit—Educational Planning; 1; 1; 41-45
Descriptors—*Educational Assessment, *Educational Planning, *Federal State Relationship, *State Programs
Identifiers—*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Utilization).

EJ 108 228 SP 503 139
Alvord, David J. Brittingham, Barbara E.
Evaluating Performance on National Assessment Objectives: Norm-Referenced and Criterion-Referenced Interpretations
Pub Date—Oct 74
Journal Cit—Journal of Educational Research; 68; 2; 59-61
Descriptors—*Criterion Referenced Tests, *Educational Objectives, Grade 4, *Norm Referenced Tests, *Program Evaluation, *Reading Ability, Students
Identifiers—*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 137 938 CS 707 182
Shafer, Robert E.
National Assessment: Backgrounds and Projections
Pub Date—Win 76
Journal Cit—English Education; 7; 2; 67-78
Descriptors—Academic Achievement, *Accountability, Business Administration, Elementary Secondary Education, *English Instruction, *Evaluation Methods, *Government Role, Social Values, Standardized Tests, Systems Approach, Teacher Evaluation
Identifiers—*National Assessment of Educational Progress

English teachers need to be informed and concerned about the effects of mass testing on English curriculum and instruction. (JH) Aspect of National Assessment (NAEP) dealt with in this document: Procedures.

EJ 150 831 TM 502 493
Appelbaum, Mark I. Cramer, Elliot M.
Balancing-Analysis of Variance by Another Name
Pub Date—Aut 76
Journal Cit—Journal of Educational Statistics; 1; 3; 233-52
Descriptors—*Analysis of Variance, Educational Research, Measurement Techniques, Statistical Analysis, *Statistical Surveys
Identifiers—*Balance, Estimation (Mathematics), Main Effects Model, Marginal Means, National Assessment of Educational Progress, Nonorthogonal Analysis of Variance

The estimation procedure used in balancing is shown as the equivalent to that employed in the monorthogonal analysis of variance in an additive model. The nature of weighting schemes for the definition of marginal populations is considered, as well as these various schemes to interpretation of results. (MV) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 188 017 TM 503 536
Rogers, W. Todd And Others
Assessment of Nonresponse Bias in Sample Surveys: An Example from National Assessment
Pub Date—W 77
Journal Cit—Journal of Educational Measurement; 14; 4; 297-311
Descriptors—*Attrition (Research Studies), *Data Collection, High Schools, National Surveys, Probability, Sampling, *Statistical Bias, *Statistical Surveys
Identifiers—National Assessment of Educational Progress

The bias attributable to nonresponse in population estimates in the field of education was studied. Data were collected from responses to mathematics and science exercises administered by the National Assessment of Educational Progress to a probability sample of 17-year olds, as well as a probability sample selected from nonrespondents. (Author/CTM) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Scoring).

EJ 233 271 TM 505 575
Burton, Nancy W.
Stability of the National Assessment Scoring Methods.
Pub Date—80
Journal Cit—Journal of Educational Measurement; v17 n2 p95-105 Sum 1980
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—Career Development, *Educational Assessment, Elementary Secondary Education, Item Analysis, National Surveys, *Scoring, *Test Items, *Test Reliability, Writing Skills
Identifiers—*National Assessment of Educational Progress

Analysis of variance methods were used to investigate the reliability of scores on open ended items in the National Assessment of Educational Progress. The study was designed to determine their stability over seven different scorers and time of scoring during a three-month interval. (Author/CTM) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Scoring).

EJ 250 758 TM 506 727
Burton, Nancy W.
Estimating Scorer Agreement for Nominal Categorization Systems.
Pub Date—81
Available from—Reprint: UMI
Journal Cit—Educational and Psychological Measurement; v41 n4 p953-62 Win 1981
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—Educational Assessment, Elementary Secondary Education, Quality Control, *Scoring, *Test Reliability
Identifiers—Categorical Data, *Inter Rater Reliability, Kappa Coefficient, *National Assessment of Educational Progress, Percent of Agreement

This study was concerned with selecting a measure of scorer agreement for use with the National Assessment of Educational Progress. The simple percent of agreement and Cohen's kappa were compared. It was concluded that Cohen's kappa does not add sufficient information to make its calculation worthwhile. (Author/BW) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Scoring).

b. SPECIAL ANALYSES

ED 051 281 TM 000 597
Clark, Phillip I. And Others
The Use, Misuse, and Abuse of Tests.
New England Association for Measurement and Evaluation in Guidance.
Spons Agency—Harcourt Brace Jovanovich, Inc., New York, N.Y.; Rhode Island State Agency for Elementary and Secondary Education, Providence.
Pub Date—May 70
Note—35p.; Report on the First Annual NEAMEG Conference on Measurement in Education, Newport, Rhode Island, May 14-15, 1970
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Accountability, Computer Oriented Programs, *Conference Reports, Confidentiality, Criterion Referenced Tests, Educationally Disadvantaged, Federal Programs, *Measurement, National Programs, Norms, Relevance (Education), State Surveys, *Testing, *Test Interpretation, Tests
Identifiers—Jensen Report, *National Assessment of Educational Progress

The New England Association for Measurement and Evaluation in Guidance (NEAMEG) Conference on Measurement in Education was designed to (1) provide a forum for the examination and discussion of vital issues related to measurement and evaluation; (2) facilitate communication among educators from various disciplines and levels of education within the New England region, and to encourage their active involvement in "attacking" current identified problems and concerns relating to the use of tests and other evaluative devices; and (3) stimulate the development of a series of position papers stating the views of the professional members of the NEAMEG as a group, which may serve as guidelines for education. The proceedings include: "Innovative Test Usage for Individual Pupil Growth," Philip I. Clark; "National Assessment," Thomas R. Knapp; "State Testing Programs," Paul B. Campbell; "Testing the Disadvantaged," Lenore A. DeLucia; "Computerization in Relation to Testing and Evaluation," James R. Baker; "Testing and its Relevancy to the Seventies," Thomas Burns; "Federally Funded Programs," Thomas Burns; "Disclosure of Test Results," Thomas P. Nally; "Norms: Fact or Fancy," Walter N. Durost; "Tests: Who or What is Being Evaluated," C. Thomas Skoggs; and "The Jensen Report," Paul B. Campbell. A summary of the discussion by the reactors to each presentation follows each paper. (DG) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 053 086 SP 005 127
The Shape of Education for 1971-72.
National School Public Relations Association, Washington, D.C.
Pub Date—71
Note—64p.
Available from—National School Public Relations Association, 1201-16th St., N.W. Washington, D.C. 20036 (Stock No. 411-12790; Single copy $3.00, discounts on quantity orders)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Activism, *Child Care, Community Schools, Educational Vouchers, Federal Aid, Federal Legislation, *National Competency Tests, Open Plan Schools, *Pass Fail Grading, *Performance Contracts, *Program Budgeting, Program Development
Identifiers—National Assessment of Educational Progress, Planning Programming Budgeting System

This collection of 12 articles, prepared by the editors of the weekly newsletter "Education USA," attempts to highlight significant new developments that have surfaced as major education issues. The aim of the collection is to provide "an authoritative, up-to-date report on what's new in education in one book." The articles cover such topics as the Nixon Administration's attitude toward education, performance contracts and education vouchers, PPBS (Program Planning Budgeting Systems), results of the National Assessment of Educational Progress, pass-fail grading, child care centers, informal schools, community schools, and student militancy. (RT) Aspect of National Assessment (NAEP) dealt with in this document: Results (Evaluation).

ED 082 290 EA 005 363
Mushkin, Selma J. Stageberg, Stephen
National Assessment and Social Indicators, January 1973.
Georgetown Univ., Washington, D.C. Public Services Lab.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—DHEW-OE-73-11111
Pub Date—73
Contract—OEC-0-70-4454
Note—58p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Stock No. OE-73-11111, $0.85 or $0.60 GPO Bookstore)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Educational Assessment, *Federal Programs, Futures (of Society), *Measurement, Sex Differences, *Social Characteristics, Social Influences, Statistical Data, *Tests
Identifiers—*Assessment, National Assessment of Educational Progress

National Assessment is a survey of how much U.S. citizens know about and what they are capable of doing in 10 broad subject areas. This pamphlet outlines the types of findings on educational achievement that might be made from the statistical data on knowledge, attitudes, and skills being gathered. Additionally, the report examines social indicators that could be developed from the data; explores the use of National Assessment data for the understanding of educational achievement; and considers how National Assessment might contribute to a measurement of the quality of life. (Author/JF) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 083 677 EA 005 513
Simon, Kenneth A. Grant, W. Vance
Digest of Educational Statistics, 1972 Edition.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Bureau No.—DHEW-OE-73-11103
Pub Date—73
Note—178p.; A related document is ED 066 833
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 1780-01139, $2.35 or $2.00 GPO Bookstore)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Academic Achievement, Degrees (Academic), Dropout Rate, Educational Facilities, *Elementary Education, Employment Statistics, Enrollment, Expenditures, Graduates, *Higher Education, Income, Libraries, Public Television, School Districts, School Holding Power, *Secondary Education, *Statistical Data, Teachers
Identifiers—National Assessment of Educational Progress

The 11th in a series of annual publications, this document provides an abstract of statistical information covering American education from kindergarten through graduate school. Subjects on which statistics are provided include the number of schools and colleges; and information on enrollments, teachers, graduates, educational attainment, finances, federal funds for education, libraries, international education, and research and development. The digest is divided according to (1) all levels of education, (2) elementary and secondary education, (3) higher education, (4) federal programs for education and related activities, and (5) selected statistics related to education in the United States. Innovations include statistics on enrollment and educational attainment from the 1970 Census of Population; trend data on enrollment in high school subjects; teaching and research staff in institutions of higher education, by academic field; expanded coverage of gifts and grants to colleges and universities; employment of recent college graduates; public television stations by type of programing and license; and summary data from the National Assessment of Educational Progress in writing, citizenship, science, reading, and literature. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 100 739 SO 008 019

Fair, Jean

A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies. National Assessment and Social Studies: The Setting.

National Council for the Social Studies, Washington, D.C.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—74

Note—25p.; Related documents are SO 008 020-026; the names of those involved in the NCSS project are appended

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship, *Educational Assessment, *Educational Objectives, Educational Research, *Evaluation, Evaluation Methods, Measurement Objectives, National Surveys, *Social Studies

Identifiers—*National Assessment of Educational Progress

This document introduces a study conducted by the National Council of Social Studies (NCSS) to review, interpret, and disseminate findings of the National Assessment of Educational Progress (NAEP) assessments in citizenship and social studies. The study represents an investigation funded by the Education Commission of the States and coordinated by a special Steering Committee working under the auspices of NCSS. Six tasks were identified by the committee to examine NAEP: methods and procedures; the validity of the exercise; interpretation of the findings; consistency of the exercises with NCSS Social Studies Curriculum Guidelines, desirability, and realistically satisfactory performance levels; the assessment model; and dissemination. Also included in this document is background information on the NAEP, the purpose of which was to make available to those interested in education the attainments of students in citizenship and social studies. A major portion of this document focuses on NAEP decisions on a host of issues; for example, in considering objectives, who was to decide what was to be assessed in social studies and, moreover, what the basic criteria should be for the objectives. The latter portion of the document points out that the NAEP assessment in itself is neither an evaluation nor explanation, but is a collection of data provided in national percentages for performance of each exercise, by age, regions, sex, race, parental education, and size and type of community. (DE) Primary type of information provided by report: Results (Interpretation).

ED 100 740 SO 008 020

Larkins, Guy A.

Critique of NAEP Objectives: Citizenship and Social Studies [and] Critique of NAEP Procedures–Task 1. Final Report Parts 1 and 2.

National Council for the Social Studies, Washington, D.C.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—73

Note—115p.; Related documents are SO 008 019-026

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Citizenship, *Educational Assessment, *Educational Objectives, Educational Research, Evaluation, *Evaluation Criteria, Evaluation Methods, Measurement Objectives, National Surveys, Research Criteria, *Social Studies

Identifiers—*National Assessment of Educational Progress

The first part of Task 1 of the final report provides a critique of National Assessment of Educational Progress (NAEP) objectives. The report represents part of an investigation coordinated by a special Steering Committee working under the auspices of the National Council for the Social Studies. The first section examines whether the objectives meet the NAEP criteria that specialists in the subject area consider authentic from the viewpoint of the discipline, that school people recognize as desirable educational goals, and that parents agree are important for youth to know. The second section analyzes whether objectives meet the National Council for Social Studies Curriculum Guidelines of knowledge, abilities, valuing, and social participation. Section 3 examines whether the current objectives for citizenship and social studies overlap with objectives from other NAEP subject area assessments. Part 2 of the final report on Task 1 examines the criteria and procedures used to develop citizenship and social studies exercises for the assessment. The technical aspects of instrumentation, sampling, data analysis, and procedures are analyzed for validity and reliability. (DE) Primary type of information provided by report: Results (Evaluation) (Interpretation).

ED 100 741 SO 008 021

Hunkins, Francis P.

Validity of Social Studies and Citizenship Exercising–Task 2. Final Report.

National Council for the Social Studies, Washington, D.C.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Sep 73

Note—130p.; Related documents are SO 008 019-026

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Citizenship, *Educational Assessment, Educational Objectives, Educational Research, *Evaluation, Evaluation Criteria, Measurement Instruments, Measurement Objectives, *Social Studies, Tests, *Test Validity

Identifiers—*National Assessment of Educational Progress

This report represents part of an investigation coordinated by a special Steering Committee working under the auspices of the National Council for the Social Studies. The purpose of Task 2 was to review independently the National Assessment of Educational Progress Social Studies and Citizenship exercises as to the extent to which confidence could be placed in them. The major criterion for this confidence was the degree to which the test exercises have content validity or the degree to which the exercises are a direct measure of the objectives developed for the assessment. Secondary criteria included whether the exercises could be utilized as models by teachers in developing their own evaluation instruments, cognitive and affective levels, age appropriateness, and appropriateness of the situation in which the exercises were administered. The results indicated that of the 194 exercises prepared for social studies, 85 percent (164) were considered valid. The majority of exercises were of proper age and difficulty level, although a few were too difficult for 9-year-olds and too easy for upper age levels. Of the 152 exercises prepared for citizenship, 93 or 61 percent were considered valid. Only 55 percent of the exercises could be utilized as models by teachers while most valid exercises were of proper age and difficulty level. As a whole the citizenship exercises did not measure up as well as the social studies exercises. (DE) Primary type of information provided by report: Results (Interpretation).

ED 100 742 SO 008 022

Cox, C. Benjamin

An Analysis of a Selected Set of Exercises from the National Assessment of Educational Progress, Social Studies 1971-1972: Knowledge of Institutions–Task 3. Final Report.

National Council for the Social Studies, Washington, D.C.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Jul 74

Note—138p.; For related documents see SO 008 019-026

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Citizenship, Data Analysis, *Educational Assessment, Educational Objectives, Educational Research, *Evaluation, Evaluation Criteria, *Government (Administrative Body), Institutions, Knowledge Level, Measurement Instruments, National Surveys, *Social Studies

Identifiers—*National Assessment of Educational Progress

The Task 2 report, representing part of an investigation coordinated by a committee working under the auspices of the National Council for the Social Studies, provides an analysis of the responses to a selected set of 48 exercises within the NAEP for Social Studies. One section of the exercises deals with the knowledge of structural elements of government institutions, while the second set deals with the knowledge of rights and duties within these institutions. The analysis involves the breakdown of data by ages 9, 13, 17, and adult; northeast, southeast, central, and west regions of the U.S.; two sexes; white and black races; four levels of parents' education; and seven size and type of community categories. The results indicate the lowest level of knowledge at age 9 and the highest level of knowledge at age 17, and show that those persons in all age levels whose parents went to college, persons who live in relative affluence, persons who live in the northeast part of the country, males at age 17 and as adults, and whites at all ages are most able in all categories of assessment. Conversely, those persons whose parents never went beyond the eighth grade, persons who live in the inner city, persons who live in the southeast part of the country, females, and blacks do not score as well on the exercises as do persons in most other categories. One drawback of the assessment is that it provides only descriptive data and does not account for the differences in the results. Tentative analysis and hypotheses for the differences are presented by the author. (DE) Primary type of information provided by report: Results (Interpretation).

ED 100 743 SO 008 023
Taylor, Bob L.
Potential Uses of the National Assessment Model at the State and Local Levels–Task 4. Final Report.
National Council for the Social Studies, Washington, D.C.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—Sep 73
Note—52p.; Related documents are SO 008 019-026
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Accountability, •Citizenship, Curriculum Development, •Curriculum Evaluation, Diffusion, •Educational Assessment, Educational Objectives, Educational Research, Evaluation, Evaluation Criteria, Measurement Instruments, •Models, National Surveys, Program Effectiveness, •Social Studies
Identifiers—•National Assessment of Educational Progress

Task 4 of an investigation coordinated by a committee working under the auspices of the National Council for Social Studies describes the model used by the National Assessment for data gathering and reporting on the citizenship area and discusses its potential uses for state and local assessment, curriculum development, and accountability purposes. The seven basic components of the assessment model include objectives development, exercise development, sampling plan, administration of exercises, scoring and analysis, reporting and dissemination, and utilization of information. Maine, Connecticut, Texas, and Colorado have adopted the national model for use in state assessments of learning outcomes. To date three school districts–Lincoln, Nebraska, San Bernardino, California, and Montgomery County, Maryland–are using an adaptation of the model at the district level. Thirteen characteristics for a good assessment program are suggested for developing an adaptation model. The reports on both science and citizenship have resulted in strong recommendations for curriculum changes. As data are gathered at the state level through the use of the model and its adaptations, specific suggestions for changes may be made. Based on the national model, adaptations are proposed which provide a basis for both teacher and program accountability. (DE) Primary type of information provided by report: Results (Interpretation).

ED 100 744 SO 008 024
Scriven, Michael
Evaluating Social Studies and Citizenship Education.
National Council for the Social Studies, Washington, D.C.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Note—20p.; A paper commissioned for Task 4; related documents are SO 008 019-026
Pub Type— Books (010)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Citizenship, •Citizenship Education, •Educational Assessment, Educational Objectives, Ethics, •Evaluation, Evaluation Criteria, •Measurement Instruments, Measurement Objectives, Models, National Surveys, •Social Studies, Values
Identifiers—•National Assessment of Educational Progress

This paper was commissioned to develop new perspectives on the evaluation of the National Assessment of Education Progress (NAEP) for Citizenship and Social Studies. It criticizes the assessment model and advocates three new approaches to evaluating social studies education: a comphrative approach with direct international comparisons of programs and results; direct comparison of pupil performance in schools with radically different approaches to social studies; and a sociological approach where values of various age-groups and adults are studied through their communications and decision processes. Criticism of the current NAEP model includes the restriction of goals and test items to those socially acceptable by the states, educators, and lay citizens. Schools and states should not be able to vote on the standards on which they are to be judged. The objectives and test items showed a lack of emphasis on ethics and their relation to the students' life situations. The interpretation of results was overoptomistic in view of the low scores achieved by the sample population. (DE) Primary type of information provided by report: Results (Interpretation).

ED 100 745 SO 008 025
Grannis, Joseph C.
On the Need for Criterion Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship.
National Council for the Social Studies, Washington, D.C.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—[73]
Note—40p.; Related documents are SO 008 019-026
Pub Type— Books (010)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—•Citizenship, •Educational Assessment, Educational Environment, Educational Objectives, Educational Research, •Evaluation, Evaluation Criteria, •Measurement Instruments, Measurement Objectives, Models, National Surveys, Participant Characteristics, •Social Studies
Identifiers—•National Assessment of Educational Progress

This commissioned paper examines the National Assessment for Educational Progress model for citizenship and suggests an alternative model oriented more directly to educational and political goals. In the current model performances on the citizenship exercises can only be interpreted by the population characteristics of age, sex, parental education, race, region, size and type of community. The structural emphases of the model on population characteristics, rather than on the interactions of individuals with different environments, induces thinking in stereotypic terms. The basic question should be not who are good citizens, but what are the conditions that contribute to good citizenship. Data results in the age categories indicate a general tendency for the percentage of acceptable responses to increase with age, which denies Bruner's concept that anything could be taught in some honest way at any age. At the same time the model must recognize the identities and priorities of different social and ethnic groups which might contribute to differences in cognitive and affective development. The current model also ignores the differences in school environment. An alternative model would compare schools, programs, classrooms and take into account person-environment interactions and social and ethnic group goals. (DE) Primary type of information provided by report: Results (Interpretation).

ED 100 746 SO 008 026
Fair, Jean Chapin, June
Dissemination–Task 5. [And] Social Studies Educators Rate the NAEP Social Studies Exercises–Task 6. Final Reports.
National Council for the Social Studies, Washington, D.C.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—[74]
Note—29p.; Related documents are SO 008 019-025

Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Citizenship, *Educational Assessment, Educational Objectives, Educational Research, *Evaluation, Evaluation Criteria, *Information Dissemination, Item Analysis, Measurement Instruments, Measurement Objectives, *Social Studies, Test Validity
Identifiers—*National Assessment of Educational Progress

Tasks 5 and 6 describe the dissemination activities and a rating of the National Assessment for Educational Progress social studies exercises by members of the National Council for the Social Studies (NCSS). The dissemination activities, described in a one page report, include a special issue of the NCSS journal "Social Education," May 1974, and a special brochure. The rest of the document consists of the Task 6 report. Nine NCSS members rated the appropriateness of the social studies exercises for the 1970's. The panel rated the exercises according to the NCSS Curriculum Guidelines of knowledge, abilities, valuing, and social participation; the general desirability of the exercises based on the NCSS guidelines; and the realistic national level of performance that would satisfy the panel's professional judgement. The results for guidelines indicate a small percentage of exercises dealing with social participation, about one-fifth dealing with valuing, and a majority of 46 percent dealing with knowledge. In the general desirability category less than 10 percent of the exercises have a rating of little or some value, while two-thirds of the exercises fall in the area of general desirability. In the category of estimation on the level of performance nationally, the panel thought many of the exercises were too difficult for many students. (DE) Primary type of information provided by report: Procedures (Dissemination); Results (Interpretation).

ED 104 018 EA 006 957
Grant, W. Vance Lind, C. George
Digest of Educational Statistics, 1974 Edition.
National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NCES-75-210
Pub Date—75
Note—181p.; Tables may reproduce poorly
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 017-080-01393-4, $2.50)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Academic Achievement, Adult Education, Degrees (Academic), Dropout Rate, Educational Facilities, *Elementary Secondary Education, Employment Statistics, Enrollment, Expenditures, Graduates, *Higher Education, Income, Libraries, School Districts, School Holding Power, *Statistical Data, Tables (Data), Teachers

The 13th in a series of annual publications provides an abstract of statistical information covering American education from kindergarten through graduate school. Subjects on which statistical are provided include the number of schools and colleges, and information on enrollments, teachers, graduates, educational attainment, finances, federal funds for education, libraries, international education, and research and development. The digest is divided according to (1) all levels of education, (2) elementary and secondary education, (3) higher education, (4) federal programs for education and related activities, and (5) selected statistics related to education in the United States. Innovations include data on enrollment and teachers of the handicapped in public elementary and secondary schools; enrollment in higher education, by place of residence; trends in enrollment in higher education, by type and control of institution; institutions of higher education, by highest level of offering, sex of students, and control of institution; characteristics of persons receiving doctor's degrees; federal libraries; federal expenditures for research and development; and summary data from the National Assessment of Educational Progress in science, 1970 and 1973, and in music, 1971-72. (Author/JG) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 108 211 CS 202 095
Shafer, Robert E.
National Assessment: Backgrounds and Projections–1975.
Pub Date—Mar 75
Note—18p.; Paper presented at the Annual Meeting of the Conference on English Education (13th, Colorado Springs, March 20-22, 1975)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, *Educational Assessment, Educational Needs, *Educational Objectives, *English Instruction, Testing
Identifiers—*National Assessment of Educational Progress

A review of literature dealing with educational accountability and a discussion of the history of the movement, this paper suggests that the National Assessment of Educational Progress was partly a result of the public's growing concern about the quality of education and the increase in local, state, and federal taxes needed to support education. The National Assessment gave rise to the development of statewide testing programs. Currently, there are bills under consideration in most state legislatures for "systems approaches" to accountability; as a result, teachers throughout the country are being asked by their state departments of education, by regional accrediting associations, and by school districts to develop a performance-based curriculum in English. It is suggested that a problem exists in this type of curriculum in that it is geared not to meet the needs of the individual student, or even of groups of students, but rather to obtain consistency in state and nationwide educational achievement as evidenced by testing. It is further suggested that English teachers are becoming more aware of the significance of testing and measurement in the English curriculum, and that through this awareness, a new potential of the National Assessment may be realized. (LL) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 112 427 CS 202 281
Mellon, John C.
National Assessment and the Teaching of English; Results of the First National Assessment of Educational Progress in Writing, Reading, and Literature–Implications for Teaching and Measurement in the English Language Arts.
National Council of Teachers of English, Urbana, Ill.
Pub Date—75
Note—133p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 32235, $3.95 non-member, $3.60 member)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Educational Assessment, *English Education, *English Instruction, *Language Arts, Literature, Literature Appreciation, *National Surveys, Reading, Reading Skills, Writing (Composition), Writing Skills
Identifiers—*National Assessment of Educational Progress

This book is intended for English language arts teachers at every level, as well as for curriculum and research specialists and other persons concerned about teaching and learning English. It provides factual information and interpretive statements of two kinds: a description of National Assessment and how it works; and a presentation of the actual contents of the writing, reading, and literature assessments, with a synopsis of the questions asked and the answers obtained. Chapter one is an introduction and chapter two gives facts about National Assessment. Chapter three discusses writing assessment and topics such as writing objectives and exercises, the assessment of essays and writing mechanics, and the uses of holistic scoring. Chapter four explores reading assessment and focuses on reading objectives and themes, reading exercises, inference sentences, and problems in analyzing reading comprehension. Chapter five examines literature assessment and such topics as literary works, literary language, reading habits and attitudes, and assessing response to literature. Chapter six is a summary discussion of such topics as students' knowledge of English and positive aspects of National Assessment. (TS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 117 215 UD 015 605
Valdes, Alice L. Helms, David C., Jr.
A Design to Study the Effectiveness of Well-Implemented Individualized Instruction in Compensatory Reading and Mathematics Programs. Final Report.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—31 Oct 75
Contract—NIE-C-400-75-0022
Note—390p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—*Compensatory Education, Data Collection, *Elementary Education, Evaluation Criteria, Federal Programs, *Individualized Instruction, Mathematics Instruction, Measurement Techniques, National Surveys, *Program Evaluation, Reading Instruction, *Research Design, Sampling, Statistical Analysis, Teaching Methods

The research design discussed here focuses on four major questions: (1) what the relative effectiveness of well-implemented "individualized" instruction vs. well-implemented "standardized" instruction for recipients of compensatory education in terms of reading achievement, mathematics achievement and classroom climate is; (2) how specificity of treatment of the instructional tasks, taken one at a time and in sequential combinations, relates to cognitive and affective outcomes; (3) how specificity of the treatment of instructional tasks taken along with other variables of concern relates to student achievement; and, (4) what the conditions that contribute to differences in degree of implementation are. Instrumentation for assessing program implementation at both the selection and observation stages of the study has been produced. The sampling and selection design was structured to sample systematically along all basic dimensions including the instructional setting dimension. The use of both the California Achievement Test and selected items from the National Assessment of Educational Progress are recommended as criterion achievement measures. The analytic procedure recommendation for the first study question is a two by two factorial design employing univariate and multivariate analysis of covariance (controlling for IQ and socioeconomic status) on reading, mathematics, and student perceived classroom climate. (Author/JM) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Released Exercises).

ED 117 688 CS 002 402
Oversight Hearing on Reading Programs and Hearing on H. R. 8304 and H. R. 9048; Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 94th Congress, First Session on H. R. 8304 and H. R. 9048, November 13, 1975.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—75
Note—90p.; Not available in hard copy due to marginal legibility of original document
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Basic Education, Books, Childrens Literature, Community Involvement, *Educational Legislation, Elementary Secondary Education, Functional Literacy, *Literacy, National Competency Tests, *National Programs, National Surveys, *Reading Achievement, *Reading Programs, Reading Tests
Identifiers—H R 8304, H R 9048, National Assessment of Educational Progress, Reading is Fundamental, Right to Read

Two bills concerning national reading programs were the subjects of a hearing held in Washington, D. C. on November 13, 1975, by the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor of the House of Representatives. H. R. 9048 is a bill to provide federal assistance for the distribution of inexpensive books to school children; H. R. 8304 is a bill to amend the national reading improvement program to provide more flexibility in the types of projects which can be funded. Representatives present for the hearing were Carl Perkins, Shirley Chisholm, Leo Zeferetti, George Miller, Albert Quie, and John Buchanan. Topics for presentation and discussion were the level of national reading achievement and literacy, factors involved in reading achievement, the National Assessment of Educational Progress, the Right to Read Program, and reading academies for adults sponsored by Right to Read. Statements about the above topics were presented by Terrel Bell, U.S. Commissioner of Education, Department of Health, Education, and Welfare; Andrew Porter, Acting Associate Director for Basic Skills, National Institute of Education; and several of the officials of the above named national programs. (MKM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 120 245 TM 005 204
Munday, Leo A.
Declining Admissions Test Scores.
American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
Report No.—ACT-RR-71
Pub Date—Feb 76
Note—38p.
Available from—ACT Publications, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (Order No. 4-7-71, $1.00)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Admission Criteria, College Bound Students, *College Entrance Examinations, College Preparation, Comparative Analysis, Higher Education, High School Students, *Low Achievement, National Norms, *Scores, Secondary Education, Sex Differences, Standardized Tests, Test Results
Identifiers—ACT Assessment, National Assessment of Educational Progress, *Test Score Decline

In recent years the American College Test (ACT) score decline has been largely due to the changed pool of test-takers if the limited data studied here have applicability to the national scene. Data from state testing programs and the National Assessment of Educational Progress were used to determine who takes the test and how well prepared they are. Results for one and two states showed that in recent years different people have been taking the test and that starting in the late 1960's and continuing to the present, they have likely been less prepared than previously. For their part colleges and universities would seem to have adapted to the declining admissions scores of their in-coming students. Score decline over the past ten years of about two percent to three percent of a standard deviation per year has been typical. There is variation by subject matter field and there are marked sex differences. Overall the scores of men have not declined appreciably over the last five years, but the scores of women have declined considerably. This trend has been accompanied by an increase in the percentage of women among ACT-tested students. The percentage of high scoring students has remained about the same over the last five years, while the percentage of low scoring students has increased. (RC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 120 263 TM 005 227
Harnischfeger, Annegret Wiley, David E.
Achievement Test Score Decline: Do We Need to Worry?
Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—Dec 75
Note—174p.
Available from—CEMREL, Inc. 3120-59th Street, Saint Louis, Missouri 63139 ($3.00)
Pub Type— Reports - Research (143)
Document Not Available from EDRS.
Descriptors—*Achievement Tests, College Bound Students, College Entrance Examinations, Comparative Analysis, Elementary Secondary Education, Higher Education, *Low Achievement, *Scores, Standardized Tests
Identifiers—ACT Assessment, Comprehensive Tests of Basic Skills, Iowa Tests of Basic Skills, Iowa Tests of Educational Development, Minnesota Scholastic Aptitude Test, National Assessment of Educational Progress, Preliminary Scholastic Aptitude Test, Scholastic Aptitude Test, *Test Score Decline

Through the nineteen-forties, fifties, and up to the mid-sixties, achievement test scores steadily increased. Since then, many test scores drop. The reported test score declines are more dramatic in recent years and most evident for higher grades. They are specially pronounced in verbal tests, but hold for nearly all tested areas. Specially: Scholastic Aptitude Test (SAT), American College Testing Program (ACT), Preliminary Scholastic Aptitude Test (PSAT), Minnesota Scholastic Aptitude Test (MSAT), Iowa Tests of Educational Development (ITED), Iowa Tests of Basic Skills (ITBS), Comprehensive Tests of Basic Skills (CTBS), National Assessment of Educational Progress (NAEP), and Stanford-Binet. All the available data is exhibited and where possible, the artificiality or meaningfulness of the manifest changes are assessed. To do this, it was necessary to analyze the achievement assessment means, i.e. (standardized) tests. This assessment includes possible compositional changes in tested groups as well as systematic biases resulting from changes in the tests themselves or the quantification of their outcomes. Beyond testing, the areas relevant for potentially fixing probable responsibilities for test score declines span a child's entire socializing and educating environment. Grossly, the child's world is partitioned into in-and out-of-school conditions and experiences. Potential explanations are offered and discussed in each area. The evidence is then summarized and evaluated, pointing to recommendations for action. (RC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 120 731 CS 202 584
Lundsteen, Sara W., Ed.
Help for the Teacher of Written Composition (K-9): New Directions in Research.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
Pub Date—76
Contract—400-75-0029
Note—77p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 20644, $3.95 nonmember, $3.75 member)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Child Language, *Educational Research, Elementary Secondary Education, Evaluation Methods, Literature Appreciation, *Literature Reviews, Motivation, Teaching Methods, *Writing (Composition)
Identifiers—National Assessment of Educational Progress

Children's abilities in written composition have recently become a major concern, stimulated by the National Assessment of Educational Progress, by the earmarking of composing ability as a new class marker, and by increased competition in an overcrowded labor market. This bulletin has been designed to help close the gap between educational research and the classroom teaching of written composition. Topics discussed include research, children's language and composition, motivation, the interrelationship of literature and composition, evaluation, and research perspectives from the behavioral sciences. Authors are Alvina Treut Burrows, James Fleming, Sara Lundsteen, Eileen Tway, and Robert Calfee. Although the scope of the bulletin is kindergarten through junior high, with emphasis on the elementary level, discussions of important research above this level are included. (JM) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 123 244 TM 005 301
Ahmann, J. Stanley
How Much Are Our Young People Learning? The Story of the National Assessment. Fastback 68.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date—[76]
Note—40p.
Available from—Phi Delta Kappa, Eighth and Union, P. O. Box 789, Bloomington, Indiana 47401 (Fastback 68, $0.50)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Data Analysis, *Educational Assessment, Educational Objectives, Educational Testing, *Educational Trends, Elementary Secondary Education, *Methods, *National Surveys, Student Characteristics, Test Results, Young Adults
Identifiers—*National Assessment of Educational Progress

Although various assessments differ in notable ways, they often follow a plan that is thoroughly tested and features four basic steps: (1) selecting learning areas and identifying their objectives; (2) developing achievement test items to determine the degree to which these objectives are accomplished; (3) administering the test items to representative samples of students and gathering background data about them; and (4) analyzing the results and disseminating them to administors, board members, legislators, and the public. The largest, most informative assessment ever designed follows this general plan very closely. It is the National Assessment of Educational Progress (NAEP), for which planning began in 1964. It is designed to obtain census-like data on the knowledges, skills, concepts, understandings, and attitudes possessed by young Americans in a variety of learning areas; and to measure the growth or decline of these achievements that occurs over time. This publication describes the NAEP and some major findings of the first assessments in various areas, and then offers a speculative view of our schools. Surveys like the NAEP serve as excellent vehicles for generating hypotheses about causes of achievement fluctuations, which in turn can be studied more intensively by designing appropriate experiments or conducting thorough case studies. (RC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 123 755 EA 008 309
Grant, W. Vance Lind, C. George
Digest of Education Statistics. 1975 Edition.
National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NCES-76-211
Pub Date—76
Note—209p.; A related document is ED 104 018, Not available in hard copy due to small type of original
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($3.30)
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, Educational Facilities, *Elementary Secondary Education, Employment Statistics, Enrollment, Expenditures, Federal Aid, *Federal Programs, *Higher Education, Income, National Surveys, Postsecondary Education, Research, School Districts, *Statistical Data, *Tables (Data), Teachers, Vocational Education
Identifiers—National Assessment of Educational Progress

This statistical compendium is 14th in the series of annual digest that provide abstracts of statistical information covering the broad field of education in America from prekindergarten through graduate school. This edition, along with the others, is intended for use in particular by those persons concerned with the formulation and conduct of educational policy, though it is of value to anyone interested in education. The digest is divided into sections dealing with all levels of education compositely, elementary and secondary education, higher education, adult and vocational education, federal education programs, and selected statistics related to education. This volume contains statistical information on the number of schools and colleges, enrollments, teachers, graduates, finances, federal aid to education, educational facilities, and educational expenditures. The last section includes information on employment status and job opportunities, research and development, and equal employment opportunity, as well as data from the National Assessment of Educational Progress. (Author/DS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 124 946 CS 202 769
Pannwitt, Barbara
Putting It in Writing: Some Notes on the Teaching of Composition.
National Association of Secondary School Principals, Reston, Va.
Pub Date—Jun 76
Note—13p.
Available from—NASSP, 1904 Association Dr., Reston, Va. 22091 ($0.50)
Journal Cit—Curriculum Report; v5 n4 Entire Issue Jun 1976

Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Basic Skills, Educational Needs, Educational Objectives, *Evaluation Needs, *Teaching Methods, *Writing (Composition), *Writing Skills
Identifiers—National Assessment of Educational Progress

This report examines some of the issues and practices currently receiving attention in schools and colleges related to establishing an effective means of encouraging the writing competencies of young persons. Some of the suggestions include a shift in instructional approaches as far as elective and required courses are concerned; examining and evaluating instruction in writing; more advice and assistance for students as the writing process progresses; more use of critical comments for guidance rather than grading purposes; and using "sentence-combining" as a technique for improving writing skills. This report also discusses writing assessment and teaching models, the College Entrance Examination Board, the pros and cons of essay tests, National Assessment of Educational Progress, and the Advanced Placement Program English Examination. Also included are brief descriptions of twelve innovative high school writing programs. (TS) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 129 897 TM 005 738
The National Assessment of Educational Progress: Its Results Need to be Made More Useful. Report to the Congress by the Comptroller General of the United States.
Comptroller General of the U.S., Washington, D.C.
Report No.—HRD-76-113
Pub Date—20 Jul 76
Note—81p.
Available from—U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. 20013 ($1.00)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Accountability, Cost Effectiveness, Criterion Referenced Tests, Data Collection, Decision Making, *Educational Assessment, Elementary Secondary Education, Feasibility Studies, Federal Programs, Information Dissemination, *Information Needs, *Information Utilization, National Programs, *National Surveys, Performance Factors, *Test Results, Young Adults
Identifiers—*National Assessment of Educational Progress

The National Assessment of Educational Progress is a project which annually surveys the knowledge, skills, and attitudes of young Americans. Its basic mission is to provide information useful to educational decision-makers and practitioners. The project has contributed to American education, but its assessment results have been of limited usefulness. To make the project's results more useful, the Secretary of Health, Education, and Welfare should redirect the project by (1) identifying informational and other needs of decision-makers, (2) determining the feasibility and cost effectiveness of alternative approaches to satisfy those needs, and (3) deciding on the assessment approach to be used. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Historical Background).

ED 138 643 TM 006 300
Lipsitz, Lawrence, Ed.
The Test Score Decline: Meaning and Issues.
Pub Date—Jan 77
Note—220p.
Available from—Educational Technology Publications, Englewood Cliffs, New Jersey 07632 (12.95)
Pub Type— Reports - Research (143)
Document Not Available from EDRS.
Descriptors—*Achievement Tests, Aptitude Tests, *College Entrance Examinations, Educational Trends, Elementary Secondary Education, Family Environment, Higher Education, Intelligence Quotient, *Low Achievement, Norm Referenced Tests, Reading Skills, Scores, Standardized Tests, Testing Problems, Test Results, Test Validity, Writing Skills
Identifiers—ACT Assessment, National Assessment of Educational Progress, Scholastic Aptitude Test, *Test Score Decline

This collection of original papers, first published in the June and July, 1976 issues of Educational Technology Magazine, was prompted by the enormous public outcry which greeted the general public realization that achievement and college aptitude test scores were continuing in recent months and years the steady erosion which began in the mid-1960's. This book contains 15 articles by a cross-section of informed persons working in the field of education that attempt to clarify what has been taking place in the schools and in achievement testing, and attempt to point the way towards a resolution of this latest crisis in education. (RC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 140 228 CS 003 405
Greenbaum, William And Others
Measuring Educational Progress: A Study of the National Assessment.
Pub Date—77
Note—234p.
Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 ($11.50 cloth)
Pub Type— Books (010)
Document Not Available from EDRS.
Descriptors—Academic Achievement, *Educational Assessment, Educational Objectives, *Educational Policy, Educational Research, Elementary Secondary Education, *Evaluation Methods, *National Surveys, *Testing, Testing Problems, Testing Programs
Identifiers—*National Assessment of Educational Progress

This book provides a comprehensive evaluation of the goals, objectives, and procedures of the National Assessment of Educational Progress (NAEP). Separate chapters discuss NAEP's objectives and organizational development; its division of knowledge into subject areas; the subject-area objectives; exercise development; measurement of background variables; the sampling design and the exercise packages; reporting of results; past and future uses of the assessment; and social indicators and the reform of education. Highly critical of some aspects of NAEP, the study is followed by a response from the staff of the National Assessment. (AA) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Historical Background).

ED 146 629 CS 203 772
SLATE (Support for Learning and Teaching of English). Volume 2.
National Council of Teachers of English, Urbana, Ill.
Pub Date—77
Note—22p.; Newsletter, v2 n1 through 8
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education, *Competency Based Education, Elementary Secondary Education, *English Instruction, Language Arts, *Phonics, *Standardized Tests, *Testing Problems, Testing Programs, *Test Interpretation
Identifiers—National Assessment of Educational Progress

These newsletters, produced during the second year of activity of a standing committee of the National Council of Teachers of English, focus on standardized testing as it affects the teaching of English. The first newsletter describes committee activities and priorities and includes a bibliography of information on tests and evaluation. The other seven deal in turn with specific issues: minimal competencies and measures of competence, how to interpret standardized test results, phonics instruction, competency testing and bilingual/bicultural students, implications of the national Assessment of Educational Progress, strategies of response to the minimum competency movement, and implications of the Scholastic Aptitude Test score-decline report. (AA) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 147 040 RC 010 088
Billingsley, Raymond Lee
An Assessment of the Social Studies Achievement of Thirteen-Year-Olds in Rural Public Schools of North Mississippi.
Pub Date—Aug 76
Note—205p.; Ph.D. Dissertation, University

of Mississippi
Pub Type— Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Adolescents, Blacks, Comparative Analysis, Doctoral Dissertations, Educational Objectives, National Norms, Performance, *Racial Differences, *Rural Youth, Secondary School Students, *Sex Differences, *Social Studies, *Tests, Whites
Identifiers—*Mississippi (North), *National Assessment of Educational Progress

To evaluate the extent of acceptable responses, 58 National Assessment of Educational Progress (NAEP) social studies exercises were administered in 1975 to a random sample of 13 year olds attending schools in north Mississippi communities no larger than 3,500 persons. A multiple matrix sampling technique was used for both the 390 students from randomly selected schools and the exercises. Data were analyzed according to male-female and black-nonblack extreme rural samples. No significant achievement difference was found between Mississippi males and females; however, nonblacks generally performed at higher levels than blacks. Mississippi students generally gave fewer acceptable responses than those in the NAEP sample. Further research was recommended to explain the disparity between Mississippi and national samples, to explain the generally low performance of Mississippi black youths, to verify results by administering NAEP social studies exercises released in 1976, and to show to what extent north Mississippi rural educators accept NAEP social studies objectives. It was also suggested that the Mississippi Department of Education evaluate NAEP objectives for potential usefulness in statewide assessment. (RS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Replication).

ED 150 677 EA 010 291
Neill, Shirley Boes
The Competency Movement: Problems and Solutions. AASA Critical Issues Report.
American Association of School Administrators, Washington, D.C.
Pub Date—78
Note—89p.
Available from—AASA, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00510; $8.95, quantity discounts; orders for less than $15 must be accompanied by payment in full and include $1 for postage and handling)
Pub Type— Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Administrator Attitudes, Basic Skills, *Competency Based Education, Educational Assessment, Educational Objectives, *Educational Trends, Elementary Secondary Education, *Guidelines, National Competency Tests, National Surveys, *Program Descriptions, *Program Development
Identifiers—National Assessment of Educational Progress

This report provides an overview of the competency-based education movement, discusses school administrators' concerns and attitudes concerning the competency movement, describes the experience of various school districts and states with minimum competency requirements, and presents practical guidelines for implementing minimum competency requirements. Various chapters focus in turn on 1) what the competency movement is; 2) what school administrators think about the competency movement, based on results of a national survey; 3) what pressures are behind the competency movement; 4) how the competency movement relates to declining test scores, educational finance, student achievement, dropout rates, social changes, and the National Assessment of Educational Progress; 5) how the competency movement is affecting different states and school districts; 6) what to consider in implementing minimum competency requirements, and 7) how minimum competency requirements relate to the back-to-basics movement. (JG) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 155 692 CS 204 110
Bloomington Writing Assessment 1977; Student Exercise, Teacher Directions, Scoring.
Bloomington Public Schools, Minn.
Spons Agency—Minnesota State Dept. of Education, St. Paul.
Pub Date—Jun 77
Note—123p.; For related document, see CS204111; A number of pages may not reproduce well due to light type
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Basic Skills, *Educational Assessment, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Grade 4, Grade 8, Grade 11, Minimum Competency Testing, Public Schools, School Districts, *Student Evaluation, Testing Programs, *Writing Exercises, *Writing Skills
Identifiers—Minnesota (Bloomington), *National Assessement of Educational Progress

This booklet contains the 14 exercises that are used in the Bloomington, Minnesota, school system's writing assessment program. Depending on their applicability, the exercises may be used to assess the writing performance of fourth-, eighth-, or eleventh-grade students. Thirteen of the exercises are from the National Assessment of Educational Progress, while one exercise (completing an accident report) was developed within the Bloomington school system. Criteria are included for evaluating and scoring the exercises. (RL) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Released Exercises).

ED 155 693 CS 204 111
Bloomington Writing Assessment 1977; A Report to Students, Public and Teaching Staff.
Bloomington Public Schools, Minn.
Spons Agency—Minnesota State Dept. of Education, St. Paul.
Pub Date—Jun 77
Note—60p.; For related document, see CS204110
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Basic Skills, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Grade 4, Grade 8, Grade 11, Minimum Competency Testing, Public Schools, School Districts, *Student Evaluation, Testing Programs, Test Results, *Writing Exercises, *Writing Skills
Identifiers—Minnesota (Bloomington), National Assessment of Educational Progress

This summary of the Bloomington, Minnesota, public schools writing assessment program includes background information about the selection of exercises that assessed fourth-, eighth-, and eleventh-grade students' writing abilities, a list of these exercises that were used, and information about the students who were assessed. The results of the assessment (with national results included for comparison) are divided into data on primary traits (recording, responding, expression, and persuasion) and secondary traits (overall mechanics, word errors, and sentence errors). The final two sections of the report contain analysis of the results, comments, recommendations, and a table of students' performances in writing mechanics. (RL) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 158 310 CS 204 294
Newkirk, Thomas
The Mass Testing of Writing: How Well Is It Being Done?
Pub Date—[77]
Note—33p.; Report prepared at the University of New Hampshire
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Basic Skills, *Standardized Tests, Test Bias, Test Interpretation, *Test Validity, Timed Tests, *Writing Skills
Identifiers—*Educational Testing Service, *National Assessment of Educational Progress

The validity of current standardized competency tests for writing is in doubt as is the need for such testing at all. Some tests, especially those requiring little writing, may not be testing what they purport to test (content validity). Instructional validity (testing what has actually been taught) raises the issue that what is being tested is precisely the teaching which brought on the demand for testing in the first place. Many states are using tests (such as those produced by the National Assessment of Educational Progress and by the Educational Testing Service) which provide inadequate time for the student to write, provide inadequate motivation for students to write their best, or require students to write on subjects about which they may have little information. Other tests are so simple as not to ensure even marginal literacy or they focus on mechanical skills exclusively. The data which brought about the demand for testing are open to question. Cultural bias on tests, inadequate understanding of test results, and irresponsible use of test data create confusion about literacy levels and make the term "functional illiterate" meaningless. The demand for competency testing comes when a major breakthrough in teaching reading may preview a similar development in teaching writing. The school system in England and the Bay Area Writing Project may provide useable models for teaching and testing writing skills. (TJ) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 159 128 SO 011 166
Krakow, Jere L.
Which History Is Most Important? Views from Secondary History Teachers.
Pub Date—[74]
Note—13p.
Pub Type— Books (010)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Content, *Educational Assessment, Educational Objectives, Educational Trends, History, *History Instruction, Nonwestern Civilization, Secondary Education, Social Sciences, *Social Studies, *Surveys, *Teacher Attitudes, Teacher Characteristics, Western Civilization, World History
Identifiers—Missouri, National Assessment of Educational Progress

High school social studies teachers' perceptions of the study of history were measured in this study. Specifically, it assessed their opinions of the most important topics in the field of history, and how their opinions were influenced by their sex, teaching experience, and size of high school. An introductory section offers a historical overview of approaches to evaluating the effectiveness of American schools. In 1963 the National Assessment of Educational Progress (NAEP) was established. This body spent several years identifying basic social studies objectives, as well as specific objectives for subject areas within social studies. The research described in this paper used NAEP's objectives in a questionnaire administered to almost 700 high school social studies teachers in Missouri. Teachers believed the history of western cultures was most important, followed by history of eastern cultures, India, Latin America, and Sub-Saharan Africa. They also ranked, in order of importance, political science, U.S. history, economics, sociology, world history, and geography. Teachers who had the most years of teaching experience agreed most with NAEP's objectives for U.S. and world history. Teachers in small high schools who had more experience viewed Latin American history objectives more favorably than did less experienced teachers in medium and large sized high schools. One conclusion is that researchers should examine why history, especially non-western history, is regarded as less important than several other social sciences. (Author/AV) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 159 628 CS 004 359
Owoc, Paul, Ed.
Reading & Measurement.
Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Aug 78
Contract—300-77-04990
Note—9p.
Journal Cit—Reporting on Reading; v4 n5 Entire Issue Aug 1978
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Reading Programs, Educational Resources, Elementary Secondary Education, *National Competency Tests, *Performance Tests, Reading, *Reading Achievement, Reading Improvement, *Reading Instruction, *Reading Tests
Identifiers—*National Assessment of Educational Progress, *National Diffusion Network, Right to Read

The articles in this publication look at how tests can be used to improve the quality of reading instruction and more generally at what excellence in a reading program means. Among the topics are: changes in the reading assessment prepared by the National Assessment of Educational Progress; a discussion of the limitations and possibilities of competency testing; how the National Diffusion Network and the Joint Dissemination Review Panel work together to help interested educators learn about programs used successfully in other school districts; and interviews with two educators about how they help parents, teachers, and the community understand test scores. Reviews are included of four resources for evaluating the reading fundamentals of teachers, for evaluating a school reading program, for evaluating bilingual education programs, and for evaluating literacy tests for adults. (TJ) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 162 417 EA 011 024
Gonder, Peggy
The Competency Challenge: What Schools Are Doing.
National School Public Relations Association, Arlington, Va.
Pub Date—78
Note—97p.
Available from—National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 411-13345; $7.95; All orders under $12 must be prepaid)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Basic Skills, *Competency Based Education, Demonstration Programs, Educational Trends, Elementary Secondary Education, Legal Problems, *Minimum Competency Testing, Performance Criteria, Program Descriptions, Public Relations, School Community Relationship, School Districts
Identifiers—National Assessment of Educational Progress

This report is an indepth study of the competency movement. It probes current methods of constructing, administering, evaluating, and explaining competency tests; it gives detailed accounts of specific state and local programs; it presents case histories that can enable the administrator and educator to benefit from the experience of others; and it shows samples of actual competency tests currently in use. Beginning with "What Is Competency Based Education?" the book goes on to examine legal problems that have arisen out of competency testing, such as cultural bias and insufficient preparation. It then examines implications and trends for the future. The report attempts to offer concrete ideas and information that can help schools implementing competency-based education programs avoid the pitfalls and develop a broad, up-to-the-minute response to the competency challenge. An appendix contains National Assessment of Educational Progress sample questions, a table summarizing state activity in minimal competency testing, and selected relevant resources. (Author/JM) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Released Exercises).

ED 162 927 SO 011 303
Connecticut Assessment of Educational Progress: Citizenship/Social Studies, 1977-78. Summary and Interpretations.
Connecticut State Board of Education, Hartford. Bureau of Research, Planning, and Evaluation.; National Evaluation Systems, Inc., Amherst, Mass.
Pub Date—Oct 78
Note—66p.; Tables 3-5 may not reproduce clearly due to small print size in original document
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Citizenship, Curriculum Development, Curriculum Evaluation, *Educational Assessment, Elementary Secondary Education, Evaluation Methods, Performance Criteria, Program Development, Scores, *Social Studies, State Departments of Education, *State Programs, Tables (Data), Test Interpretation
Identifiers—Connecticut, National Assessment of Educational Progress

This report evaluates knowledge and attitudes of Connecticut students at nine, 13, and 17 years of age in the areas of citizenship and social studies. Phase I of test development was based on the National Assessment of

Educational Progress model of testing at age level. The social studies skills and concepts of highest priority were developed by an advisory committee of Connecticut educators and were administered to 29 local school districts with 17,000 students participating. In addition to three objective tests, questionnaires were designed by grade level for local use in curriculum planning and evaluation. In the realm of local history students scored highest at the nine-year-old level while scores declined at the later age levels. In the areas of political science and knowledge of United States government all grade levels showed relatively low performance, while knowledge of the nature of conflict resolution was relatively high. Scores on citizenship remained constantly high, but performance on the role of political opposition was weak. Geography scores showed that students may be learning "place" geography rather than analytic/predictive skills. (MR) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 162 950 SO 011 349

McGee, Robert T.

Conference on the Teaching of History (North Texas State University, Denton, Texas).

Pub Date—Oct 78

Note—12p.

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement, *Change Strategies, College Curriculum, Course Organization, Curriculum Design, *Educational Improvement, *Educational Needs, *Educational Trends, Elementary Secondary Education, Higher Education, History, *History Instruction, Instructional Improvement, Knowledge Level, Relationship, Relevance (Education), Secondary School Curriculum, *Social Studies, State of the Art Reviews, Student Motivation, Trend Analysis

Identifiers—National Assessment of Educational Progress

Professional historians and public school personnel must combine efforts to improve the teaching of history in the public schools. Because no more than one-half of all high school graduates enter college, it is important for the public schools to provide quality history education. Recent research by groups such as the National Assessment of Educational Progress shows that students have not been learning general history, American history, or political theory very well. Reasons for the lack of emphasis on studying history include relaxed academic requirements by public schools and colleges, faddish emphasis upon other supposedly more relevant areas of study, and a lack of structure and continuity within existing history courses. The author suggests several approaches to reinstate effective history programs. First, there should be a revival of the basics in which schoolteachers will logically structure social studies courses to include reading, literacy, math, science, and history. This should be accompanied by a parallel revival of "general studies" and liberal arts in colleges and universities. Second, students should be provided with research tools and skills to stimulate their interest. Third, universities and professional historians should become involved in developing ways to improve the teaching of history in the public schools. (AV) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 169 559 CS 204 794

Reid, Virginia M.

Enjoying the Red Camelias of Children's Literature.

Pub Date—Feb 79

Note—11p.; Paper presented at the Annual Meeting of the California Association of Teachers of English (21st, San Diego, California, February 16-18, 1979)

Pub Type— Speeches/Meeting Papers (150) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Books, *Childrens Literature, Elementary Education, Humor, Imagination, *Literature Appreciation, Student Attitudes, Writing (Composition)

Identifiers—National Assessment of Educational Progress

Based on the premise that educators are vitally interested in literary moments that engage the reader instantly, this paper discusses books that provide enjoyment for children. After suggesting that the most important "basics" are those that promote an exploration of language through literature, the paper notes the importance of good literature programs and praises current efforts by the National Assessment of Educational Progress to assess students' attitudes toward reading and literature. It then describes numerous children's books that provide enjoyment in the following areas: humor; learning something new; being a part of long ago and far away; nostalgia; exploration of inner space; dreaming, imagining, and developing; and language. Passages from some of the books are presented to illustrate their appeal for children. The paper concludes by mentioning the connections between literature and composition. (GT) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 170 351 TM 008 766

Spencer, Mary L. And Others

Measures of Non-Academic Functional Literacy in Children. An Evaluation of Available Instruments.

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Spons Agency—System Development Corp., Santa Monica, Calif.

Pub Date—13 Oct 75

Note—96p.; For related document, see TM 008 749

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Basic Skills, Compensatory Education, *Evaluation Criteria, *Functional Literacy, *Functional Reading, Intermediate Grades, Junior High Schools, Literacy, Program Effectiveness, *Reading Tests, *Test Reviews, *Test Selection

Identifiers—Adult Performance Level, Basic Skills Reading Mastery Test, Elementary Secondary Education Act Title I, Fundamental Achievement Series, National Assessment of Educational Progress, New York State Basic Competency Test in Reading, Test of Adult Functional Competency

As part of the development of a functional literacy test for fourth through eighth grade children in Title I compensatory education programs, this report enumerates a set of criteria for selecting appropriate tests. The criteria are grouped into six categories: (1) test background; (2) psychometric quality; (3) examinee appropriateness; (4) normative standards; (5) administrative usability; and (6) interpretation. The six tests reviewed as potential instruments are the Adult Performance Level Test, Basic Reading Skills Mastery Test, Fundamental Achievement Series, National Assessment of Educational Progress, New York State Basic Competency Test, and Reading/Everyday Activities in Life. None of these tests meets all the criteria. Alternative solutions proposed include developing a new test, or constructing a test using parts of existing instruments. (MH) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Released Exercises).

ED 171 763 TM 008 772

Olson, Paul

A View of Power: Four Essays on the National Assessment of Educational Progress.

North Dakota Study Group on Evaluation, Grand Forks.

Spons Agency—Rockefeller Bros. Fund, New York, N.Y.

Pub Date—Dec 76

Note—44p.

Available from—Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58202 ($2.00)

Pub Type— Collected Works - General (020) — Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Control, Culture Fair Tests, *Educational Assessment, Educational Objectives, Elementary Secondary Education, Essays, Group Norms, Literature Appreciation, *Middle Class Standards, *National Competency Tests, *National Norms, Reading Tests, School District Autonomy, *Test Bias, *Testing Problems, Testing Programs, Writing Skills

Identifiers—*National Assessment of Educational Progress

In a series of essays, the author analyzes and comments on the perceived weaknesses of the National Assessment of Educational

Progress (NAEP) testing program. The basis of his criticism is that the NAEP has attempted to establish national norms, thereby disregarding the pluralistic nature of American society and the historical basis for community control of education; that NAEP has offered a facade of national consensus by ignoring input from many minority groups; and that local and less powerful groups have been asked to assess themselves in a context established by more powerful establishment groups. The author reviews the NAEP's literature, writing and reading components, and finds them oriented toward Western culture, unrelated to a meaningful context for ethnic groups and geared to skills which are not environment-specific and are dictated by the need to satisfy a national norm. The author recommends local context-specific assessment programs by which the community can determine whether it is developing a solid educational program and preparing children to function in the national, as well as local, society. (MH) Aspect of National Assessment (NAEP) dealt with in this documment: Program Description (Operating Policies).

ED 172 159 CS 004 863
Quincy, Alpha
Raising Reading Scores: The Right Way and the Wrong Way for Continued Success.
Pub Date—Nov 78
Note—9p.; Paper presented at the Annual Meeting of the California Reading Association (12th, San Francisco, California, November 9-11, 1978)
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, *Reading Instruction, *Reading Skills, *Reading Tests

Testing reading by testing the bits and pieces of reading leads to teaching the bits and pieces instead of teaching reading. Reading is a total skill rather than a subject, and a skill can best be tested by performance. Some of the purposes for reading tests include showing test score improvement, diagnosis, satisfying parents, grouping or sorting students for instructional purposes, and comparing students across time or areas for purposes of funding. Some tests include ones by the National Assessment for Educational Progress (NAEP) and the California Assessment Program (CAP). The CAP cannot obtain results for an individual student but gives estimates of the total school program. It heavily emphasizes comprehension. Other appropriate measures of reading are: how many books are checked out of the school library; how many books are written, published, purchased, and read; and how many hours students spend reading at home. (TJ) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development).

ED 173 185 SO 011 356
Rubinstein, Sherry Sorce, Patricia
Connecticut Assessment of Educational Progress Citizenship/Social Studies 1977-78 Technical Report.
Spons Agency—Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.
Pub Date—Oct 78
Note—283p.; Not available in paper copy due to print quality of original document
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Achievement Tests, Adults, *Age Groups, Attitude Measures, *Citizenship, Data Analysis, Educational Research, Elementary School Students, Elementary Secondary Education, High School Students, Individual Characteristics, *Measurement Instruments, Measurement Objectives, Research Reports, *Social Studies, State Surveys, Student Characteristics, Tables (Data), Teacher Education Programs, Test Results, Tests
Identifiers—National Assessment of Educational Progress

The document describes an instrument used to measure citizenship social studies achievement and skills for 9-, 13-, 17-, and 26 to 35-year-olds in Connecticut. Based on the National Assessment of Educational Progress (ED 049 113), objectives were to collect baseline data for future use in determining knowledge, to compare results with national achievement, to use data in curricular and instructional decisions, and to encourage use of the test in evaluation and planning. 2,390 public school children and 249 adults were tested using a multiple-choice achievement test covering eight subject and skills areas, and questionnaires ascertaining individual and school-related variables. Adequate representation was sought for regional sections, urban and rural communities, both sexes, and varied socioeconomic backgrounds. Data was analyzed according to the percentage of students answering each test item correctly, the average percentage of items answered correctly for each of the subject areas, the percentage of individuals selecting each choice on each item of the student and principal questionnaires, and a comparison with students in the nation and the northeast. Findings showed that Connecticut children's scores were about the same as national and northeast levels, children who hated school or watched more than three hours of television daily achieved less, and Connecticut adults scored higher than the children or the national level. Data tables showing results by age group, variable, and age group comparisons, are included as well as the measurement instruments. (CK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 173 457 UD 019 453
Scott, Richard R.
National Comparisons of Racial Attitudes of Segregated and Desegregated Students.
Pub Date—79
Note—25p.; Tables may be marginally legible due to the print quality of the original document
Pub Type— Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Blacks, Desegregation Effects, *National Surveys, *Racial Attitudes, *Racial Relations, *Response Style (Tests), School Desegregation, *Social Influences, State of the Art Reviews, *Testing Problems, Whites
Identifiers—*National Assessment of Educational Progress

Racial attitude questions from national surveys such as the National Assessment of Educational Progress (NAEP) are being used to show that progress has been made toward interracial harmony in this country. However, there is reason to worry about conclusions from such measures, because they may indicate only progress on learning the socially desirable response rather than the true feelings of the respondents. In fact, a closer examination of racial attitude responses on the NAEP indicates that there is a significant residue of real mistrust between blacks and whites, particularly in the areas of neighborhood integration for whites and personal services for blacks. The cautions against using racial attitude questions also apply to investigations of effects of school desegregation. For example, by controlling for social desirability response bias, results from an examination of responses made by black and white students on the NAEP, show that school desegregation has a positive influence on black students' expression of acceptance for whites and a mixture of positive and negative effects on white students' expression of acceptance of blacks. Furthermore, when subgroups with the least tendency toward social desirability bias were isolated, findings show the most positive effect of desegregation on the acceptance by both blacks and whites of the opposite race. (Author/EB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 178 570 TM 009 715
Ahmann, J. Stanley
A Speculative View of the Needs in Educational Measurement in Higher Education in the 1980s.
Pub Date—[79]
Note—11p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, College Bound Students, Communication Problems, Criterion Referenced Tests, Educational Assessment, Educational Needs, *Educational Testing, *Evaluation Needs, *Futures (of Society), Higher Education, *Measurement Objectives, *Needs Assessment, Norm Referenced Tests, Occupational Tests, Program Evaluation, Teacher

Effectiveness, Test Interpretation, Test Results, Undergraduate Study
Identifiers—National Assessment of Educational Progress

The focus of educational measurement in higher education in the 1980's is discussed: (1) better evaluation of student achievement; (2) improved communication of measurement results to various audiences; (3) evaluation of undergraduate educational programs; and (4) systematic assessment of the educational needs of college-bound students. In addition to the continued use of norm referenced tests, it is suggested that additional criterion referenced tests be developed, and that instructional goals and related subject matter be more closely defined. It is also recommended that item banks composed of thousands of test items be developed. Narrative reporting of test results is suggested as a means of improving the communication gap between test developers and faculty, students, and parents. Areas of evaluation of undergraduate programs are discussed: achievement measures of specific programs; occupational competency of students in professional programs, using written, oral, and performance tests, and evaluation of teaching effectiveness, rather than of teacher performance, partially based on student levels of achievement. To assess the needs of college-bound students, it is suggested that they be profiled as a distinct group, in a program similar to the National Assessment of Educational Progress. (MH) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 179 954 CS 205 204
Marzano, Robert J.
Basic Skills in Composition: Measurement, Competency Testing, Instructional Technique.
Pub Date—Dec 78
Note—33p.; Report prepared at the University of Colorado at Denver
Pub Type— Reports - Research (143) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement, *Basic Skills, Elementary Secondary Education, Evaluation, *Minimum Competency Testing, Scoring, Teaching Methods, *Verbal Development, *Writing (Composition), *Writing Research, *Writing Skills
Identifiers—National Assessment of Educational Progress

A study was designed to identify highly teachable composing skills that have a strong statistical relationship with composition quality across various grade levels. Sample compositions were randomly selected from the National Assessment of Educational Progress (1972). A total of 750 compositions written by 9-, 13-, and 17-year-old-students (250 for each age level) were analyzed using 43 indices. The five skills that were identified were modification within sentences, subordination between sentences or paragraph development, vocabulary, sentence sense, and usage. The first three skills can be taught by having students rewrite their compositions with specific suggestions from the teacher as to sentences that should be combined or expanded to foster modification within sentences, sentences that should be added to foster more depth of modification between sentences, and words that should be changed to foster more variety of vocabulary. The other two skills can be taught and reinforced by using exercises from currently existing grammar and composition texts. Objective and easily calculated indices were used to measure the skills, and a procedure for establishing minimum competency levels for the skills was applied. (MKM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 179 958 CS 205 288
Newkirk, Thomas
How Competent are the Writing Competency Tests?
Pub Date—Oct 79
Note—17p.; Paper presented at the Alabama Symposium on English & American Literature (University, AL, October 18-20, 1979)
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basic Skills, *Minimum Competency Testing, Student Evaluation, *Testing Problems, *Test Validity, *Writing (Composition), *Writing Skills
Identifiers—National Assessment of Educational Progress

This criticism of writing competency tests questions both the efficacy of a test developed by the National Assessment of Educational Progress (NAEP) and the reliance of individual states on the products of private testmakers. The paper suggests that a hidden curriculum is being developed by independent and semi-independent organizations that reflects some of the worst current practices in the teaching of writing–triviality, inadequate time allotment, a confused notion of "creative writing," and a poor choice of writing topics. Sample exercises taken from the NAEP writing test and examples of student writing elicited by those exercises are included. (AEA) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development).

ED 182 190 SE 030 138
Oversight Hearing on Mathematics Achievement. Hearing Before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session (Washington, DC, October 23, 1979).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—79
Note—45p.; Contains occasional small and light type.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (No price quoted)
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, *Educational Assessment, Educational Legislation, Elementary Secondary Education, Federal Legislation, *Hearings, *Mathematics Education
Identifiers—*National Assessment of Educational Progress

The testimony and prepared statements of witnesses, and other supplemental materials presented at the Oversight Hearing on Mathematics Achievement before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninty-Sixth Congress, are given. Witnesses included: Dr. Wesley Apker, Executive Director, National Association of State Boards of Education; Dr. Edward T. Esty, Senior Research Associate, Teaching and Learning Division, National Institute of Education; Dr. Roy H. Forbes, Director, National Assessment of Educational Progress; Dr. Shirley Hill, President, National Council of Teachers of Mathematics; and Kathy Schaub, Assistant Director for Program Development, Association for Supervision and Curriculum Development. (MK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

ED 184 809 SE 029 684
Higgins, Jon L., Comp. And Others
Assessing Mathematical Achievement.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 79
Contract—400-78-0004
Note—95p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($2.50)
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Achievement, Achievement Tests, *Educational Assessment, Educational Testing, Elementary Secondary Education, *Mathematics Education, Minimum Competency Testing, *National Programs, National Surveys, Needs Assessment, State Programs, State Surveys, Testing, *Testing Programs
Identifiers—*California Assessment Program, *National Assessment of Educational Progress

This report was compiled to serve as a reference on assessments of achievement in precollege mathematics. Patterns of mathematical assessments are discussed in terms of the history and nature of assessments of achievement, the relationship between assessment and minimum competency testing, and the current status of state assessment programs. Trends in mathematics achievement are examined by presentation of portions of reports of the National Assessment of Educational Progress and the California Assessment, grades six and twelve. Conclusions drawn from examination of these assessment data include: (1) Although schools have been successful in teaching whole number computation, they have been only moderately successful with decimals and even less successful in teaching computation with fractions; (2) Students who know "how" to compute frequently do not know "when" or "where" to compute; (3) Schools must broaden their veiw of basic arithmetic if they expect students to use what they are taught. An extensive list of references is included. (MK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

ED 186 608 CE 023 643
Long, Thomas E.
Basic Mathematics Skills and Vocational Education. Information Series No. 199.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—80
Contract—300-78-0032
Note—34p.
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($2.80).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Basic Skills, *Career Education, Competence, Computation, Curriculum Development, Disabilities, *Education Work Relationship, Females, Individualized Instruction, Integrated Curriculum, *Mathematics, Metric System, Public Opinion, Public Support, Relevance (Education), *Skill Development, *Vocational Education
Identifiers—National Assessment of Educational Progress

This review and synthesis focuses on issues concerning the relationship between basic mathematics competency and vocational education. A section which outlines the problem–the lack of basic competency in computational skills in youth and adults–discusses the work of the National Assessment of Educational Progress to evaluate student performance and declining scores on Iowa Tests of Basic skills and California Achievement Tests. Support for remedying skill deficiencies is described as coming from implementing career education in the mathematics classroom and the public's support of increased emphasis on careers in high school as shown by the Phi Delta Kappa based on Gallup Polls of Public Attitudes Toward Education. A section that makes special note of the problem of defining "basic skills" suggests that skills can be specified only as being basic when that to which they are basic is specifically stated. The need for vocational educators to search for and specify the mathematical applications that underlie vocational emphasis is briefly considered. The section following provides examplars of the varied approaches of mathematics and vocational educators to the issues of mathematics in vocational curricula, individualization, metrication, and instruction for special needs groups. Concluding lists of observations and recommendations summarize the information presented in the monograph. (YLB) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 186 929 CS 205 570
White, Edward M.
The Uneasy Compromise: Bringing Together Testers and Teachers of English.
Pub Date—Mar 80
Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperation, *English Instruction, Higher Education, *Measurement Techniques, *Testing, Testing Problems, Testing Programs, Writing Instruction
Identifiers—National Assessment of Educational Progress

Teachers and test professionals must work together for responsible measurement in English to take place. Traditionally, they have refused to do so, a situation that has led to serious problems in at least three areas: research in the teaching of writing, classroom practice in teaching revision of writing, and some testing practices by such national organizations as the College Board, Educational Testing Service, American College Testing, and the National Assessment of Educational Progress. The English Placement Test developed by the faculty in the California State University and College systems represents a successful working model of the uneasy compromise teachers and testers can achieve. (Author/FL) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 189 185 TM 800 367
Lacher, S. R.   Torgeson, Ronald M.
Mathematics in North Dakota. Summary of Performance for Eleventh Grade Mathematics Assessment, Spring, 1978.
North Dakota State Dept. of Public Instruction, Bismarck.
Pub Date—Nov 78
Note—36p.; For a related document, see TM 800 368.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Educational Assessment, Educational Objectives, Grade 11, High Schools, *Quantitative Tests, *Secondary School Mathematics, State Programs, Student Evaluation, Testing Programs
Identifiers—National Assessment of Educational Progress, *North Dakota

The purposes of the North Dakota Statewide Assessment of Student Performance in Mathematics are: (1) to meet the public's right to know about the current status of student knowledge throughout the state; (2) to provide information and recommendations for corrective action concerning areas of student performance needing improvement; and (3) to report the results to educational decision-makers. The objectives to be assessed comprise the following cognitive levels: recall and recognition, performing mathematical manipulations, understanding mathematical concepts and processes, problem solving, analyzing problem situations, and appreciation. In addition, data were collected on grade, sex, racial background, home and family background characteristics, general attitudes toward school and mathematics, participation in school programs, mathematics materials used in instruction, and educational and career aspirations. Student performance in basic computation was acceptable but not outstanding. Better attainment was noted on the use of measurement systems, solving consumer problems, algebraic and geometric terminology, reading graphs, applying formulas, and higher order problem solving. Areas of concern include ratio and percents, trigonometric functions, and the interpretation of measures of central tendency. The use of common items facilitated comparison of mathematics performance of North Dakota students with nationwide performance on the National Assessment of Educational Progress. (GSK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 189 186 TM 800 368
Lacher, S. R.   Torgeson, Ronald M.
Mathematics in North Dakota. Summary of Performance for Fourth and Eighth Grade Mathematics Assessment, Spring, 1979.
North Dakota State Dept. of Public Instruction, Bismarck.
Pub Date—Oct 79
Note—81p.; For a related document, see TM 800 367.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, *Educational Assessment, Educational Objectives, Elementary Education, *Elementary School Mathematics, Grade 4, Grade 8, *Quantitative Tests, *State Programs, Student Evaluation, Testing Programs
Identifiers—National Assessment of Educational Progress, *North Dakota

In response to citizens' need and right to know about how North Dakota students perform in mathematics, the Department of Public Instruction and the North Dakota Council of Teachers of Mathematics administered a criterion-referenced mathematics assessment in grades 4 (1,298 students) and 8 (1,475 students). Also included were items from the National Assessment of Educational Progress. The objectives were classified into four process categories: Mathematical Knowledge, Mathematical Skill, Mathematical Understanding, and Mathematical Application and Problem Solving. Only cognitive skills were assessed, without consideration of variables such as per pupil expenditure, ethnicity, and family income. Different tests were administered at the fourth and eighth grades, the intent being to measure performance at both a basic level and at an appropriate level of difficulty for both grades. Twenty-five of the items appearing on the fourth grade level, however, were also included at the eighth grade level. When compared with national results, children at both grade levels performed very well in assessment exercises. Some areas (place value, geometric terminology, metric system, graph interpretation, word problems), however were found in need of attention. (Author/GSK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 190 653 TM 800 450
Law, Alexander I
Student Achievement in California Schools: 1978-79 Annual Report.
California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.
Pub Date—79
Note—210p.; For related documents see ED 142 571, 156 706, 167 610.
Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.25)
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, Annual Reports, *Basic Skills, *Educational Assessment, Educational Trends, Elementary School Mathematics, Elementary Secondary Education, Grade 3, Grade 6, Grade 12, Reading Achievement, Scores, Secondary School Mathematics, Spelling, *State Norms, State Programs, Student Characteristics, *Testing Programs, Writing Skills
Identifiers—California, *California Assessment Program, National Assessment of Educational Progress

During the 1978-79 school year, all third grade pupils in California public schools were tested in reading achievement. Tests of reading, written expression, spelling, and mathematics were administered to all sixth and twelfth graders. Various subtests of the Survey of Basic Skills, which was developed specifically for the California Assessment Program, were used. Results generally indicated improving scores for third and sixth graders, as compared to previous years' test results. Twelfth graders' test scores declined in reading, remained the same in spelling, and improved in writing and mathematics. Several other conclusions were made: (1) females scored higher than males in reading, while males scored higher in mathematics; (2) students who speak English fluently, as well as either Chinese or Japanese, scored highest, followed by those who speak English only; (3) scores were directly related to parents' occupational and educational level, but socioeconomic differences decreased; (4) pupil mobility increased and although the less mobile students scored higher than the more mobile students, this difference became smaller; (5) nearly 60% of the seniors had taken four years of English instruction; and (6) greater exposure to English instruction and essay-writing experience was associated with higher writing scores. (Author/GDC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

ED 196 784 SO 013 068
Williams, Paul L., Ed. Moore, Jerry R., Ed.
Criterion-Referenced Testing for the Social Studies. Bulletin 64.
National Council for the Social Studies, Washington, D.C.
Report No.—ISBN-0-87986-034-0
Pub Date—80
Note—97p.
Available from—National Council for the Social Studies, 3615 Wisconsin Avenue, N.W., Washington, DC 20016 ($5.95).
Pub Type— Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Citizenship Education, *Criterion Referenced Tests, *Educational Assessment, Elementary Secondary Education, Needs Assessment, Norm Referenced Tests, Objective Tests, *Social Studies, State of the Art Reviews
Identifiers—National Assessment of Educational Progress

This bulletin discusses current issues and practices in social studies assessment, ways to improve testing, and methodologies to strengthen the validity, reliability, and value of tests. The primary purpose of the bulletin is to bring the social studies profession up to date about the issues and strategies involving criterion-referenced testing. The bulletin is comprised of six chapters. Chapter I examines current issues in social studies testing. There has been inadequate treatment of assessment issues in social studies for a long time. Most "methods" texts, for example, offer simplistic, generalized descriptions of the assessment processes. Another problem is that student outcomes are often written in a vague and general way and, therefore are difficult to measure. Chapter 2 presents the procedures, findings, and conclusions of the Committee on Testing established by the National Council for the Social Studies to study testing practices in social studies education. Chapter 3 presents a brief introduction to and definition of criterion referenced tests (CRTs). The important characteristics of CRTs are explained and are contrasted with norm-referenced and objectives-referenced tests. Perhaps the most important characteristic of CRTs is that the outcomes to be tested must be clearly defined and described. Chapter 4 extends those ideas introduced in chapter 3 by applying them in a school setting. Chapter 5 analyzes the National Assessment of Educational Progress for its efficacy relative to individual student diagnosis and remediation. Procedures for ensuring a basic level of psychometric integrity for CRTs are presented in chapter 6. Appendix I contains a brief bibliography of social studies tests and Appendix II presents statistical data for chapter 6. (Author/RM) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Operating Procedures).

ED 197 596 FL 012 044
Phillips, June K., Ed.
Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education. The ACTFL Foreign Language Education Series.
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date—81
Note—269p.; For individual papers, see FL 012 045-055.
Available from—National Textbook Company, 8259 Niles Center Road, Skokie, IL 60077 ($10.60; $7.95 for ACTFL members).
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Educational Assessment, Elementary Secondary Education, International Studies, Lobbying, *Modern Language Curriculum, Postsecondary Education, *Public Policy, Public Relations, *Second Language Instruction, *Second Language Learning, Teacher Education
Identifiers—*Presidents Comm Foreign Lang International Studies

This volume deals with issues in foreign language education that have come to the fore since the publication of the Report of the President's Commission on Foreign Language and International Studies. It contains the following articles: "Action or Inaction: An Editorial Opinion," by June Phillips; (2) "ACTFL's 1980 Agenda: Intention to Action," by ACTFL Staff; (3) "Public Relations: Making an Impact," by V. B. Galloway; (4) "Public Policy: The Washington Connection," by B. Owens; "A Case Study: The Foreign Language Liaison," by J. Mendelson; (5) "New Opportunities for Interprofessional Cooperation," by N. Abramowitz and H. Ferguson; (6) "Learning Outcomes in the Language Classroom," by G. Guntermann; (7) "Broadening the Middle School Curriculum through Content: Globalizing Foreign Languages," by L. Strasheim; (8) "The International High School: A Challenge for Scholars," by D. Goodman and G. Scott; (9) "Modest Proposals for Second and Foreign Language Teacher Education in the 1980s," by C. Hancock; (10) "Language Teaching-

/Learning Research: A Canadian Perspective on Status and Directions," by H. Stern and J. Cummins; and (11) "The National Assessment of Educational Progress, Foreign Language Education, and the Future," by W. Martin. (AMH) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Operating Procedures).

ED 199 283 TM 810 192

Baker, Harold R.

Educational Indicators of Development. Education and Socioeconomic Development, Monograph III.

Saskatchewan Univ., Saskatoon. Extension Div.

Pub Date—78

Note—192p.

Pub Type— Information Analyses (070) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Agency Role, *Economic Development, *Educational Development, International Programs, National Programs, *Social Development, *Social Indicators

Identifiers—*Educational Indicators, National Assessment of Educational Progress

This state-of-the-art series is the third of four interdependent monographs under the umbrella title of Education and Socioeconomic Development. Educational indicators are emphasized as part of the social indicators being considered in various countries. This monograph includes a glossary on understanding the language of education and related terms, and a chapter on the case for education in socioeconomic development. The core of the monograph reviews the approaches to educational indicator work in the following nine agencies: (1) Bureau of School Programs Evaluation, the State Department of Education, U.S.A.; (2) Institute for Educational Research, Finland; (3) National Center for Education Statistics, U.S.A.; (4) Organization for Economic Co-Operation and Development, France; (5) Office of Management and Budget, U.S.A.; (6) Stanford Research Institute, U.S.A.; (7) Urban Institute, U.S.A.; (8) United Nations Economic and Social Council, Switzerland; and (9) United Nations Economic, Scientific and Cultural Organization, France. A special chapter is devoted to the work of two agencies on output or result indicators, i.e. the International Association for the Evaluation of Educational Achievement, Stockholm, Sweden, and the National Assessment of Educational Progress, Denver, Colorado. (Author/RL) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 201 460 RC 012 690

Burke, Leslie Edington, Everett D.

The Effects of the Rural School.

Pub Date—9 Nov 80

Note—11p.; Paper presented at the Annual Kansas State University Rural and Small School Conference (2nd, Manhattan, KS, November 9-11, 1980).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Blacks, *Community Involvement, Elementary Secondary Education, *Ethnic Groups, Federal Aid, Federal Programs, Hispanic Americans, *National Competency Tests, *Racial Differences, Rural Schools, *Rural Youth, Stereotypes, Whites

Identifiers—*National Assessment of Educational Progress

Generalizations about rural youth can be misleading as they are heterogeneous in their backgrounds, cultural heritage, values, and aspirations. This diversity is especially apparent when ethnic subgroups are examined. Black and Hispanic rural youth tend to have lower levels of achievement than white rural youth. This should be kept in mind when interpreting data from national studies giving results for all rural youth of a certain age group, as does the National Assessment of Educational Progress (NAEP). NAEP data show improved rural performance to national levels for some ages in science, reading, functional literacy, and social studies, with rural nine-year-olds apparently showing the most change. Other studies also indicate that rural academic achievement is on the upswing. Regulations attached to federal money often create problems for rural school boards and staff. Not only must programs be designed to meet federal guidelines, but often change is difficult because of barriers inherent in the organization of rural school districts. However, while many rural communities do not have the numerous resource people and facilities available to them which urban communities often have, they make up for this seeming lack with a spirit of commitment to and interdependence with their educative system. (CM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 205 367 SE 033 914

Harms, Norris C., Ed. Yager, Robert E., Ed.

What Research Says to the Science Teacher, Volume 3. Science Education Information Report.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Science Teachers Association, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 80

Contract—400-78-0004

Note—140p.; For related documents, see ED 148 628 and ED 166 057.

Available from—National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009 (Stock No. 471-14776, write for correct price).

Pub Type— Guides - Non-Classroom (055) — Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Biological Sciences, Curriculum Development, Educational Research, *Elementary School Science, Elementary Secondary Education, Evaluation Methods, *Inquiry, Inservice Teacher Education, Physical Sciences, Preservice Teacher Education, Science Curriculum, Science Instruction, Science Teachers, Scientific Enterprise, *Scientific Literacy, *Secondary School Science, *Technology

Identifiers—Discrepancy Analysis, National Assessment of Educational Progress

Presented in this document are the results of the five focus groups involved in Project Synthesis, a research study designed to synthesize and interpret the information found in the three National Science Foundation-funded status studies (the literature review, the national survey, and the case studies "The Status of Pre-College Science, Mathematics, and Social Studies Educational Practices in U.S. Schools: An Overview and Summaries of Three Studies," ED 166 034); reports from the science assessment efforts of the National Assessment of Educational Progress; and an analysis of current science textbooks as well as some other analyses of the current situation in K-12 science. Using a discrepancy model, the focus groups (biological sciences, physical sciences, inquiry, elementary school science, science-technology and society) each set forth a desired state, described the actual state of affairs in science education, identified discrepancies between the desired state and the actual state, and made recommendations for future action. Analyses relate to four student goal clusters. (PB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 205 608 TM 810 518

Wolfe, Martin S.

Connecticut Assessment of Educational Progress: Mathematics, 1979-80. Summary and Interpretations Report.

Connecticut Univ., Storrs. School of Education.

Spons Agency—Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.

Report No.—BRPE-81-3B

Pub Date—Nov 80

Note—74p.

Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Computation, *Educational Assessment, Elementary Secondary Education, Geometry, Grade 4, Grade 8, Grade 11, Graphs, Mathematical Concepts, *Mathematics Education, Measurement, Problem Solving, *Scores, *State Programs, Testing Programs

Identifiers—Connecticut, *Connecticut Assessment of Educational Progress, National Assessment of Educational Progress

This report describes the results of Connecticut's second statewide assessment of mathematical knowledge, skills and attitudes. The Connecticut Assessment of Educational Progress annually tests a sample of Connecticut students in grades 4, 8, and 11 in one or more subject areas. Students at each grade level were randomly selected to participate in the mathematics assessment. The CAEP assessment is designed to provide results by size of community, sex and regions within the State. National Assessment of Educational Progress (NAEP) items were used to provide comparisons with achievement levels of students in the nation and in the Northeast Region. Results on repeated items from the first Connecticut mathematics assessment in 1976-77 provide an important review of student progress over time. The report reveals continuing and serious problems with certain mathematics skills, but significant improvement can be noted in others. Overall, longitudinal comparisons are encouraging in grade 4. The results and recommendations in this report assist the statewide local school districts in planning for curriculum improvement, and will be used to monitor Connecticut's progress toward meeting the State Board Objectives for Public Education. (Author/GK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 209 635 CS 006 342

Oversight Hearing on Reading and Writing Achievement. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—May 81

Note—106p.; Not available in paper copy due to small type.

Pub Type— Information Analyses (070) — Opinion Papers (120) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Government Role, Hearings, *National Competency Tests, National Surveys, Parent Role, *Reading Instruction, *Reading Skills, Teacher Role, Writing Evaluation, Writing Instruction, *Writing Skills

Identifiers—*National Assessment of Educational Progress

This transcript of a hearing held by the Subcommittee on Elementary, Secondary, and Vocational Education of the United States House of Representatives focuses on the findings of two surveys conducted by the National Assessment of Educational Progress (NAEP): the third national reading assessment and the third writing assessment. The transcript contains statements by Roy H. Forbes, director of NAEP; Marjorie Farmer, representing the National Council of Teachers of English; Roger Farr, past president of the International Reading Association; William H. Gray, a Representative from Pennsylvania; and Phyllis Schlafly, president of the Eagle Forum. In addition to these statements, the transcript provides prepared statements, letters, and supplemental materials pertinent to the hearing. (FL) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 210 180 SE 035 911

Connor, Totsye And Others

A Plan for a Mathematics Curriculum with a Focus on Problem Solving for Elementary Grades K-5.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date—81

Note—208p.; Not available in paper copy due to copyright restrictions. Contains light and broken type throughout. Best copy available.

Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Design, Curriculum Development, Curriculum Guides, *Educational Change, Educational Objectives, Elementary Education, *Elementary School Mathematics, Guidelines, *Mathematics Curriculum, Mathematics Education, Mathematics Instruction, *Problem Solving

Identifiers—National Assessment of Educational Progress

This document notes that the traditional elementary school mathematics curriculum focused on computation. Data from the National Assessment of Educational Progress and other tests in states where minimum competencies have been established are thought to indicate computation-oriented curriculum has not produced the desired results. Further, the availability of microcomputers and calculators is viewed to nullify this curriculum approach. The program described here was scheduled for implementation at the P.K. Yonge Laboratory School during 1981-82 school year. It presents a plan for a mathematics curriculum which de-emphasizes computational skills and focuses on several topics (especially problem solving) not currently emphasized. The general format of each grade level guide is a descriptive statement about each relevant curriculum strand at the given grade followed by goal statements, list of materials and activities, and a space for evaluating teaching techniques and pupil performance. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 211 432 SO 013 818

Hawke, Sharryl

The Renaissance in Economic Education. Research/Ideas/Practice.

National Association of Secondary School Principals, Reston, Va.

Pub Date—Dec 81

Note—13p.

Available from—National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 ($0.50, quantity discounts available).

Journal Cit—Curriculum Report; v11 n2 Dec 1981

Pub Type— Information Analyses (070) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Economics Education, Educational History, *Educational Practices, *Educational Research, *Educational Trends, Elementary Secondary Education, Newsletters

Identifiers—National Assessment of Educational Progress

This report examines trends, research, ideas, and practices in economics education today. The report begins with a discussion of where economics instruction stands today and where it seems to be going. Implications of current happenings are examined. Only eight percent of high school graduates today take an economics course. However, the National Assessment of Educational Progress reports that economics was the only one of four knowledge areas in which 13-year-olds showed a significant improvement in recent years. Recent trends include a new interest in and focus on economic literacy, new offerings in economics education in schools throughout the country, and a growing level of involvement by the private sector in economics education within public schools. What research says about economics instruction is discussed. Major research findings include the following: economics can be taught to all kinds of students; attitudes of students toward economics is related to their teachers' attitudes toward economics; and there is no one, unchallengeable way to effectively teach economics. The report provides an annotated listing of resource organizations in economics education. Innovative and exemplary programs in economics education are also described. (Author/RM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Selective).

ED 213 769 TM 820 219

Wirtz, Willard Lapointe, Archie

Measuring the Quality of Education: A Report on Assessing Educational Progress.

Spons Agency—Carnegie Foundation for the Advancement of Teaching.; Ford Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.

Pub Date—82

Note—95p.

Available from—Wirtz and Lapoint, 1211 Connecticut Avenue, N.W., Washington, D.C. 20036 ($5.75)

Pub Type— Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Educational Assessment,

*Educational Quality, Elementary Secondary Education, *Program Effectiveness, Program Evaluation, *Standards, Testing Programs

Identifiers—*National Assessment of Educational Progress

Since 1969 National Assessment of Educational Progress (NAEP) reports on the scholastic achievements of the nation's elementary and secondary level students have been appearing frequently. The reactions to these reports are a perplexing mix of acclaim and criticism, of expressed respect but apparently slight regard. This study assesses NAEP and considers the anomaly of the gap between its reputed quality among experts and relatively slight public notice and influence. The analysis of NAEP and the report's recommendations have been put in the context of the concept of definable and measureable, and also "higher," educational standards. The study reflects, too, the growing realization throughout not only the educational profession but the country at large that these standards must be used carefully. The controlling questions that guided the study were whether the essential features of NAEP have importance in the development of higher educational standards and how, if they do, traditional NAEP practices should be re-shaped to serve these purposes. Consideration of specific issues customarily raised about NAEP'S design, program and procedures is deferred until the issue of its sufficient reason for being, in a standards oriented system, is faced and answered. (Author/GK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description: Program Goals.

ED 215 034 UD 022 183

Langer, Philip And Others

Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.

Pub Date—22 Mar 82

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 22, 1982).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Black Students, Comparative Analysis, Elementary Secondary Education, *Predictor Variables, *School Entrance Age, *Student Attrition, Trend Analysis, *White Students

Identifiers—National Assessment of Educational Progress

The study described in this paper utilized data from the National Assessment of Educational Progress (NAEP) to compare achievement trends among black and white students with respect to the variable of age at admission to first grade. The three age groups selected were nine, thirteen, and seventeen year olds. NAEP data in reading, mathematics, and science were combined and analyzed using multiple regression. Predictor variables included class age, relative age, sex, parental education, home environment, region, and type of community. It was found that by age seventeen, the differences between younger and older first grade entrants disappeared, but that trend differences persisted between white and black samples. It is argued that the change in whites is due in great part to higher retention rated among young males, and that for blacks there is a more general attrition phenomenon. (Author/GC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 005 372 AA 502 335

Tyler, Ralph W.

National Assessment–Some Valuable By-Products for Schools

Pub Date—69 May

Journal Cit—Nat Elem Princ; 48; 6; 42-48

Descriptors—*Academic Achievement, Educational Diagnosis, Educational Objectives, *Evaluation Methods, *Student Evaluation, *Testing, Test Results

Identifiers—*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Program Goals).

EJ 032 003 EA 501 175

Finley, Carmen J.

National Assessment: Reports and Implications for School Districts

Pub Date—Jan '71

Journal Cit—National Elementary Principal; 50; 3; 25-32

Descriptors—Data Collection, Intelligence, *National Competency Tests, National Norms, *National Surveys, *Test Results

Identifiers—National Assessment of Educational Progress

Some results from the first year of the national assessment of educational progress project. (RA) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 036 455 TE 201 307

Shafer, Robert E.

A National Assessment in English: A Double Edged Sword

Pub Date—Apr 71

Journal Cit—Elementary English; 48; 4; 188-95

Descriptors—Behavioral Objectives, *Educational Testing, *English Education, English Instruction, *Evaluation, Literature, Reading Skills, *Testing Problems

Identifiers—*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 048 716 AA 511 200

Johnson, George H.

National Assessment: Where Is It Now?

Pub Date—Jan 72

Journal Cit—Educational Leadership; 29; 4; 327-8

Descriptors—*Data Analysis, *Educational Diagnosis, Evaluation, *Relevance (Education), Test Results

Identifiers—*National Assessment of Educational Progress

Describes the current status of national educational assessment and the types of data now available from the assessment activities. (AN) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Historical Background).

EJ 054 501 EA 502 393

Tyler, Ralph W.

Why Evaluate Education?

Pub Date—Feb 72

Journal Cit—Compact; 6; 1; 3-4

Descriptors—*Educational Quality, *Evaluation, *Evaluation Methods, *Evaluation Needs, *Testing

Identifiers—National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Theoretical).

EJ 068 036 AA 513 996

Farquhar, Robin McCuaig, Donald

Administration's Janus: The Two Faces of Educational Evaluation

Pub Date—Sep 72

Journal Cit—Education Canada; 12; 3; 14-21

Descriptors—Accountability, *Administrator Role, Educational Change, *Evaluation, *Evaluation Methods, *Evaluation Needs, *Models

Identifiers—Context Evaluation, National Assessment of Educational Progress

Authors emphasize that evaluation should see ahead as well as behind, they point out some promising evaluation models and enumerate a few practical principles to remember. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 095 637 AA 518 177

Tyler, Ralph W.

The National Assessment of Educational Progress

Pub Date—Spr 74

Journal Cit—New York University Education Quarterly; 5; 3; 13-8

Descriptors—*Academic Achievement, Curriculum Development, *Educational Objectives, Measurement Instruments, *Program Development, *Student Evaluation, *Test

Validity

Identifiers—*National Assessment of Educational Progress

Conventional achievement tests rank students in relation to each other. New assessment tests reflect what schools are trying to teach and how they are succeeding for representative geographic, age, racial, and socioeconomic groups. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 096 953 SO 502 831

Fair, Jean

What is National Assessment and What Does It say to us?

Pub Date—May 74

Journal Cit—Social Education; 38; 5; 398-403,414

Descriptors—Citizenship, *Educational Assessment, Educational History, *National Surveys, Objectives, policy Formation, *Social Studies

Identifiers—National Assessment of Educational Progress

An introduction and background to National Assessment of Educational Progress (NAEP) discusses how decisions were made as to what objectives were assessed and how the evidence was interpreted. (Author/KM) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 096 960 SO 502 838

Mullis, Ina V. S.

From NAEP.....

Pub Date—May 74

Journal Cit—Social Education; 38; 5; 428-429

Descriptors—Data Collection, Diffusion, Educational Assessment, *Information Dissemination, *Institutional Cooperation, National Surveys, *Professional Associations

Identifiers—National Assessment of Educational Progress

Although a general description of NAEP as well as some of its reports are presented, the purpose of this article is to emphasize the hopes that the work of NCSS will bring about a better understanding of NAEP by social studies and citizenship educators. (Author) Primary type of information provided by report: Program Description.

EJ 096 961 SO 502 839

An Annotated Bibliography on Citizenship and Social Studies Assessments

Pub Date—May 74

Journal Cit—Social Education; 38; 5; 430

Descriptors—*Annotated Bibliographies, *Citizenship, Educational Assessment, National Surveys, Objectives, Political Attitudes, *Social Studies

Identifiers—National Assessment of Educational Progress

A bibliography of NAEP official reports and booklets containing the descriptions of objectives and sub-objectives developed for each National Assessment subject area and the Process of their development is presented. (Author/KM) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 101 994 AA 518 883

Saylor, Galen

How to Use the Findings from National Assessment

Pub Date—Sep 74

Journal Cit—NASSP Bulletin; 58; 383; 63-70

Descriptors—*Criterion Referenced Tests, *Decision Making, *Educational Objectives, *Educational Planning, *Educational Policy, Program Development, Sampling, Testing Programs

Identifiers—*National Assessment of Educational Progress

The author assesses the contributions to educational planning of the National Assessment of Education Progress. He gives examples of the findings and asks questions as to how they can be utilized by school systems. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

EJ 123 613 AA 521 290

Ahmann, J. Stanley

Assessing National Levels of Achievement in a Systematic Manner

Pub Date—Sum 74

Journal Cit—Educational Horizons; 52; 4; 179-83

Descriptors—*Academic Achievement, Curriculum, *Data Analysis, *Data Collection, *Educational Objectives, *National Competency Tests, Sampling, Tables (Data)

Identifiers—National Assessment of Educational Progress

The National Assessment of Educational Progress was established for the purpose of providing reliable information describing what young Americans know and do. This article described that assessment. (Author/RK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 124 185 EA 506 372

Olson, Paul

POWER and the National Assessment of Educational Progress

Pub Date—Jul-Aug 75

Journal Cit—National Elementary Principal; 54; 6; 46-53

Descriptors—Accountability, Cultural Context, *Cultural Influences, Educational Assessment, *Educational Testing, Elementary Secondary Education, *National Norms, *School District Autonomy, *Standardized Tests, Test Bias

Identifiers—*National Assessment of Educational Progress

The National Assessment of Educational Progress, in its power base, conception, creation, and execution, runs against the view that respects the local, unique culture as the prime determinant in education and supports the idea that education is an entity that a national program can clarify for delivery to children. (Author/IRT) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 124 186 EA 506 373

Tyler, Ralph W.

Some Comments on Power and the NAEP

Pub Date—Jul-Aug 75

Journal Cit—National Elementary Principal; 54; 6; 54-55

Descriptors—Comparative Analysis, *Educational Assessment, *National Surveys

Identifiers—*National Assessment of Educational Progress

A reply to the preceding article in this issue. (IRT) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 124 187 EA 506 374

Olson, Paul

Paul Olson Replies

Pub Date—Jul-Aug 75

Journal Cit—National Elementary Principal; 54; 6; 56

Descriptors—Comparative Analysis, *Educational Assessment, *National Norms, *National Surveys, School District Autonomy

Identifiers—*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 131 671 SP 504 183

Ahmann, J. Stanley

A Report on National Assessment in Seven Learning Areas

Pub Date—Jan/Feb 75

Journal Cit—Today's Education; 64; 1; 63-4

Descriptors—Citizenship, *Educational Assessment, Literature, Music, *National Surveys, Reading, Sciences, Social Studies, Writing (Composition)

Identifiers—*National Assessment of Educational Progress

This article contains a small sampling of some of the research findings of the National Assessment in social studies, citizenship, science, reading, writing, literature, and music. (RC) Aspect of National Assessment

(NAEP) dealt with in this document: Results (Overview).

EJ 139 741 IR 503 499
Harnischfeger, Annegret Wiley, David E.
The Marrow of Achievement Test Score Declines
Pub Date—Jun 76
Journal Cit—Educational Technology; 16; 6; 5-14
Descriptors—Achievement Tests, College Entrance Examinations, *Curriculum Development, Educational Policy, *Educational Trends, Intelligence Tests, National Competency Tests, *Performance Factors, Performance Tests, Testing Problems, *Test Results
Identifiers—ACT Assessment, Comprehensive Tests of Basic Skills, Iowa Tests of Basic Skills, Iowa Tests of Educational Development, Minnesota Scholastic Aptitude Test, National Assessment of Educational Progress, Scholastic Aptitude Test

The recent test score declines should initiate a reconsideration of basic and advanced skills, skills necessary for a rounded life, consumption, employment, leisure and political action. The importance of achievement test score declines requires a thorough consideration of these issues and questions. (JY) Aspect of National Assessment (NAEP) dealt with in this document: Results (Trends).

EJ 139 744 IR 503 502
Forbes, Roy H.
Assessing Educational Attainments
Pub Date—Jun 76
Journal Cit—Educational Technology; 16; 6; 27-9
Descriptors—Academic Achievement, *Educational Assessment, Knowledge Level, *National Surveys, *Statistical Data
Identifiers—*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), a project of the Educational Commission of the States, has for the past 7 years been assessing the knowledge, skills, and attitudes of groups of young Americans. NAEP collects data by age, sex, race, geographic region, size and type of community and level of parental education for several learning areas. (JY) Aspect of National Assessment (NAEP) dealt with in this document: Results (Procedures).

EJ 149 672 AA 524 242
Forbes, Roy H.
National Assessment: One Tool in the Education Toolbox
Pub Date—May 76
Journal Cit—NASSP Bulletin; 60; 400; 66-70
Descriptors—*Academic Achievement, *Accountability, *Achievement Tests, *Educational Assessment, Educational Problems, Functional Literacy, *Scores, Student Development, Writing Skills
Identifiers—*National Assessment of Educational Progress

Education is a complex issue and no sweeping generalizations about it can be made. It follows, therefore, that there can be no simple answer to the student test score decline question. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

EJ 153 537 EA 507 960
Forbes, Roy H.
NAEP: One "Tool" to Improve Instruction
Pub Date—Jan 77
Journal Cit—Educational Leadership; 34; 4; 276-281
Descriptors—Academic Achievement, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, National Surveys, *Program Descriptions, *Program Evaluation
Identifiers—National Assessment of Educational Progress

Discusses the development of the National Assessment of Educational Progress and describes how its methods and materials are being used in Nebraska, Connecticut, Maine, and other states as a tool to improve educational programs. (Author/JG) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

EJ 162 896 SE 518 904
Literacy and Numeracy in Australian Schools
Pub Date—Oct/Dec 76
Journal Cit—Australian Mathematics Teacher; 32; 5/6; 217-220
Descriptors—*Achievement, *Basic Skills, *Comparative Education, Elementary School Mathematics, Elementary Secondary Education, International Education, Literacy, *Mathematics Education, *National Competency Tests
Identifiers—*Australia, National Assessment of Educational Progress

This report summarizes the results of a study of literacy and numeracy conducted by the Australian Council of Education Research. Results on computation items are compared with those obtained in the National Assessment of Educational Progress. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 167 859 EA 509 076
Taylor, Bob L. Krakow, Jere
NAEP's Implicit Assumptions
Pub Date—Oct 77
Available from—Reprint Available (See p. vii): UMI
Journal Cit—Educational Leadership; 35; 1; 47-51
Descriptors—Academic Achievement, *Achievement Tests, *Educational Assessment, Elementary Secondary Education
Identifiers—*National Assessment of Educational Progress

EJ 178 284 SE 519 744
Lippincott, W. T.
Editorially Speaking. 17-Year-Olds: What They Know and Can Do
Pub Date—Jul 77
Available from—Reprint Available (See p. vii): UMI
Journal Cit—Journal of Chemical Education; 54; 7; 397
Descriptors—*Chemistry, *Cognitive Ability, Cognitive Development, *Editorials, Educational Assessment, *Science Education, Science Teachers, *Secondary School Science, Secondary School Students
Identifiers—National Assessment of Educational Progress

Summarizes the National Assessment of Educational Progress (NAEP) study that, among other things, profiles the cognitive abilities of 17-year-olds. The editorial ends by asking how chemistry teachers can make use of this information to improve their effectiveness in teaching to the present type of student. (MR) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

EJ 202 273 SO 507 205
Ahmann, J. Stanley
Differential Changes in Levels of Achievement for Students in Three Age Groups.
Pub Date—79
Journal Cit—Educational Studies; v10 n1 p35-51 Spr 1979
Pub Type— Journal Articles (080) — Reports - Evaluative (142) — Numerical/-Quantitative Data (110)
Descriptors—*Academic Achievement, Basic Skills, Creativity, *Educational Assessment, Educational Research, Elementary Secondary Education, *Information Needs, Longitudinal Studies, Tables (Data), *Trend Analysis
Identifiers—National Assessment of Educational Progress

Discusses data relating to performance of students on achievement tests. Describes an achievement study, the National Assessment of Educational Progress (NAEP), which follows achievement trends in basic skills, general subject matter, humanities, and fine arts. (Author/DB) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Program Goals) (Progress Report).

EJ 208 033 EA 511 701
Pipho, Chris
The NAEP Conference on Minimum Competency Testing.
Pub Date—Oct79
Available from—Reprint: UMI
Journal Cit—Phi Delta Kappan; v61 n2 p123-24 Oct 1979
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
Descriptors—Elementary Secondary Education, *Minimum Competency Testing, Program Evaluation
Identifiers—National Assessment of Educational Progress

Offers a brief report on the National Assessment of Educational Progress conference on minimum competency testing. Among the reports was one asserting a logical relationship between student competency testing and teacher competency testing, and one noting that no research evidence shows that mandated student competency testing programs are working. (Author/IRT) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 209 442 EA 511 809
Geisert, Gene
National Assessment: A Model for State and Local Competency Mandates?
Pub Date—79
Journal Cit—Compact; v13 n3 p21-23,29 Fall 1979
Pub Type— Journal Articles (080) — Guides - Non-Classroom (055) — Reports - Descriptive (141)
Descriptors—*Academic Achievement, *Educational Assessment, Elementary Secondary Education, *Minimum Competency Testing, *National Norms
Identifiers—*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) gathers information about national levels of education achievement that helps explain and interpret other research, policy efforts, and the phenomena of unanticipated changes in American education. (Author) Primary type of information provided by report: Program Description (Program Goals) (Operating Policies).

EJ 219 576 EA 512 598
Farr, Roger Olshavsky, Jill Edwards
Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
Pub Date—Apr80
Available from—Reprint: UMI
Journal Cit—Phi Delta Kappan; v61 n8 p528-30 Apr 1980
Pub Type— Journal Articles (080) — Opinion Papers (120)
Descriptors—*Achievement Tests, *Aptitude Tests, Elementary Secondary Education, *Literacy, *Minimum Competency Testing, Reading Skills, *Standardized Tests, Test Results
Identifiers—*National Assessment of Educational Progress, *Scholastic Aptitude Test

Because the skills tested on the Scholastic Aptitude Test (SAT) are higher order skills than those of basic literacy, teaching basic literacy will not necessarily improve SAT scores. The National Assessment of Educational Progress, which does test literacy, indicates that students do possess basic literacy skills. (IRT) Aspect of National Assessment (NAEP) dealt with in this document: Results (Evaluation).

EJ 220 456 AA 531 015
Galton, Maurice
A Constructive Response to the APU.
Pub Date—79
Journal Cit—Forum for the Discussion of New Trends in Education; v22 n1 p20-22,18 Fall 1979
Pub Type— Journal Articles (080) — Opinion Papers (120)
Descriptors—*Accountability, *Classroom Observation Techniques, Comparative Education, *Educational Assessment, Elementary Secondary Education, Informal Assessment, Inservice Teacher Education, National Programs, *Teacher Participation, Test Construction
Identifiers—*Assessment of Performance Unit, Great Britain, National Assessment of Educational Progress, United States

Suggesting that, like the National Assessment of Educational Progress (NAEP) in the United States, Britain's Assessment of Performance Unit is likely to evoke opposition, the author proposes a teacher-based assessment system as an alternative. (SJL) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 232 973 SE 528 209
Hurd, Paul De Hart And Others
Biology Education in Secondary Schools of the United States.
Pub Date—Oct80
Available from—Reprint: UMI
Journal Cit—American Biology Teacher; v42 n7 p388-410 Oct 1980
Pub Type— Journal Articles (080) — Information Analyses (070)
Descriptors—*Biology, *Educational Research, Science Course Improvement Projects, *Science Curriculum, Science Education, *Science Instruction, Secondary Education, *Secondary School Science, *State Of The Art Reviews
Identifiers—National Assessment of Educational Progress, National Science Foundation, *Science Education Research

Describes aspects of the current status of biology teaching at the pre-college level, from an analysis of data collected from three NSF surveys, the NAEP, current textbooks, and other sources. Discusses previous and prospective viewpoints regarding goals of biology education, its curriculum, teachers, laboratory, and contemporary status. (CS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 237 494 SE 528 614
Kolata, Gina Bari
Math and Sex: Are Girls Born with Less Ability?
Pub Date—Dec80
Available from—Reprint: UMI
Journal Cit—Science; v210 n4475 p1234-35 Dec 1980
Pub Type— Journal Articles (080)
Descriptors—*Academic Ability, *Cognitive Ability, Females, *Learning Theories, *Mathematics Education, Problem Solving, *Sex Differences, Sex Stereotypes, *Student Characteristics
Identifiers—*Mathematics Education Research, National Assessment of Educational Progress

The idea that females may be born with less mathematical ability than males is explored. Data from Benbow and Stanley, as well as from the Education Commission of the States, are considered. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 241 284 SO 508 587
Marker, Gerald W.
What Educators Know and Believe about the Energy Situation.
Pub Date—80
Available from—Reprint: UMI
Journal Cit—Social Studies; v71 n6 p258-63 Nov-Dec 1980
Pub Type— Journal Articles (080) — Information Analyses (070)
Descriptors—*Elementary School Teachers, *Energy, Knowledge Level, Social Studies, *Surveys, Teacher Attitudes
Identifiers—National Assessment of Educational Progress

This article discusses the results of a survey conducted to determine what educators know and feel about the energy situation. A total of 324 educators, 82 percent of whom were elementary teachers, responded to the survey. Overall the educators were somewhat better informed about energy matters than the few general population groups which have been surveyed. (Author/RM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Special Analyses).

EJ 249 182 SE 529 726
Jones, Lyle V.
Achievement Test Scores in Mathematics and Science.
Pub Date—Jul81
Available from—Reprint: UMI
Journal Cit—Science; v213 n4506 p412-16 Jul 1981
Pub Type— Journal Articles (080) -- Reports - Descriptive (141)

Descriptors—*Achievement Tests, *Aptitude Tests, College Bound Students, *College Entrance Examinations, Educational Policy, Elementary School Science, Elementary Secondary Education, *High School Seniors, Mathematics Education, Science Curriculum, *Science Education, Science Instruction, Science Tests, Secondary School Science, *Test Results, Test Reviews
Identifiers—Iowa Testing Programs, National Assessment of Educational Progress, Scholastic Aptitude Test

Describes trends related to declining mathematics and science achievement test scores of graduating high school seniors. Reports that scores of students intending to major in college mathematics and science have been stable over time. Discusses implications for education policy, particularly in science in elementary grades. (CS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 251 728 TM 506 364
Wiley, David E.
Improving Policy Development.
Pub Date—81
Journal Cit—New Directions for Testing and Measurement; n10 p49-64 1981
Pub Type— Journal Articles (080) — Opinion Papers (120) — Reports - Descriptive (141)
Descriptors—*Educational Assessment, Educational Policy, *Educational Quality, Elementary Secondary Education, *Federal Programs, *Policy Formation, *Program Improvement, Resource Allocation, *State Programs
Identifiers—California Assessment Program, *Evaluation Utilization, National Assessment of Educational Progress, National Institute of Education

The major issue of educational quality is linked to the potential of national and state assessment programs. It is suggested that changes in assessment design, analysis, and reporting can significantly contribute to improvement in the policy development process. The California Assessment Program illustrates how state assessment information may be analyzed. (Author/AEF) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 255 106 EA 514 870
Measuring Educational Quality: Harold G. Shane Interviews Willard Wirtz on the National Assessment of Educational Progress.
Pub Date—Dec81
Available from—Reprint: UMI
Journal Cit—Phi Delta Kappan; v63 n4 p263-67 Dec 1981
Pub Type— Journal Articles (080) — Opinion Papers (120)
Descriptors—Academic Achievement, *Academic Standards, *Educational Assessment, Elementary Secondary Education, Futures (of Society), Mass Media, Political Influences, *Program Effectiveness
Identifiers—*National Assessment of Educational Progress, *National Standards

In an interview, Willard Wirtz discusses his recent report, "Measuring the Quality of Education." Wirtz believes that the National Assessment of Educational Progress should be widely publicized and used and directed toward framing nationwide standards of educational quality. (Author/WD) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Program Goals).

EJ 261 359 CS 726 651
Langer, Judith A.
Reading, Thinking, Writing . . . and Teaching.
Pub Date—Apr82
Available from—Reprint: UMI
Journal Cit—Language Arts; v59 n4 p336-41 Apr 1982
Pub Type— Journal Articles (080) — Opinion Papers (120) — Information Analyses (070)
Descriptors—*Critical Reading, *Critical Thinking, Educational Assessment, Elementary Secondary Education, *English Instruction, *Literature Appreciation, Research Utilization, Study Skills, Teaching Methods, Writing Skills
Identifiers—National Assessment of Educational Progress, *Reader Response

Discusses classroom situations that foster superficial discussion of literature and suggests that teachers focus on what students write rather than how, in order to encourage open exchange of ideas. (HTH) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 261 390 CS 726 682
Lehr, Fran
ERIC/RCS: Developing Critical Reading and Thinking Skills.
Pub Date—May82
Available from—Reprint: UMI
Journal Cit—Journal of Reading; v25 n8 p804-07 May 1982
Pub Type— Journal Articles (080) — Information Analyses - ERIC Information Analysis Products (071)
Descriptors—*Critical Reading, *Critical Thinking, *Discussion (Teaching Technique), Elementary Education, Reading Comprehension, *Reading Instruction, Secondary Education, *Writing Skills
Identifiers—National Assessment of Educational Progress, *Reading Writing Relationship

Describes lessons that build students' critical thinking skills through improving class discussions, distinguishing between comprehension and critical reading, and involving students in writing while reading. (AEA) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 262 683 UD 509 110
Bock, R. Darrell And Others
The Next Stage in Educational Assessment.
Pub Date—Mar82
Available from—Reprint: UMI
Journal Cit—Educational Researcher; v11 n3 p4-11,16 Mar 1982
Pub Type— Journal Articles (080) — Reports - General (140)
Descriptors—Academic Achievement, *Educational Assessment, *Evaluation Methods, Item Sampling, *Measurement Techniques, Models, *National Programs, *Research Problems
Identifiers—*California Assessment Program, *National Assessment of Educational Progress

Describes the evolution of national educational assessment in the United States, its present stage of development, methodological and reporting problems, and approaches applicable to assessment data. Examines how proposed approaches can be applied in the California Assessment Program and in the National Assessment of Educational Progress. (MJL) Aspect of National Assessment (NAEP) dealt with in this document: Program Description; Procedures.

EJ 262 707 UD 509 134
Burton, Nancy W. Jones, Lyle V.
Recent Trends in Achievement Levels of Black and White Youth.
Pub Date—Apr82
Available from—Reprint: UMI
Journal Cit—Educational Researcher; v11 n4 p11-14 Apr 1982
Pub Type— Journal Articles (080) — Reports - Research (143)
Descriptors—*Academic Achievement, *Achievement Rating, Black Achievement, Black Students, *Dropout Rate, *Educational Trends, Elementary Secondary Education, Longitudinal Studies, *Outcomes of Education, *Racial Differences, White Students
Identifiers—National Assessment of Educational Progress

The differences between Black and White students are shown to be decreasing in both academic outcomes and in levels of participation in schooling. National data in five subject areas, high school completion rates, and dropout rates are compared. (Author/GPM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Trend).

c. GENERAL AND MISCELLANEOUS

ED 035 783 AA 000 486
Mattson, Judith, Ed.
CAPS Capsule: The National Assessment of Educational Progress, Concept and Organization, Vol. 3, No. 2.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-6-2487
Pub Date—70
Contract—OEC-3-6-002487-1579-(010)
Note—28p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Annotated Bibliographies, *Counseling Services, Education, Educational Change, *Educational Programs, Educational Trends, *Evaluation, *Newsletters, Tests
Identifiers—National Assessment of Educational Progress

The Winter, 1970 issue of CAPS Capsule concerns the concept and structure of the National Assessment of Educational Progress (NAEP), which responds to the need to look at the outputs of education. Frank B. Womer, Staff Director of NAEP, discusses the following: (1) NAEP's origin; (2) the subject areas selected for assessment; (3) the development and use of program tests; (4) how information is reported and used; and (5) future goals of the program. Critical assessments and analyses of NAEP follow, by Martin Katzman, Warren Findley, and Robert Ebel. Also included are: (1) an annotated bibliography of journals from ERIC Central's monthly Current Index to Journals in Education (CIJE), pertaining to national assessment and NAEP; (2) a presentation by Garry R. Walz, Center director, on program developments in guidance and counseling; (3) information on CAPS publications; and (4) listings of Center activities. (EK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Historical Background) (Program Goals).

ED 052 264 TM 000 777
Proceedings of the 1970 Invitational Conference on Testing Problems.
Educational Testing Service, Princeton, N.J.
Pub Date—71
Note—183p.; From the Proceedings of the 1970 Invitational Conference on Testing Problems, New York, New York, October 31, 1971
Available from—Educational Testing Service, Princeton, New Jersey 08540
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Bayesian Statistics, Bias, Blacks, *Conferences, Data Collection, Decision Making, Educational Improvement, Educational Needs, Evaluation, Higher Education, *Information Systems, Longitudinal Studies, Measurement Techniques, Models, Negative Attitudes, Social Change, *Speeches, *Testing, *Testing Problems
Identifiers—National Assessment of Educational Progress

The conference theme was "The Promise and Perils of Educational Information Systems," defined as collections of test data on knowledges, skills, interests, and attitudes maintained for the purpose of educational decision making. Topics covered were: "Longer Education: Thinner, Broader, or Higher" (Fritz Machlup); "Testing: Americans' Comfortable Panacea" (Theodore R. Sizer); "Social and Cultural Change and the Need for Educational Information: The Futurist's View" (Herman Kahn); "School Testing to Test the Schools" (Richard M. Jaeger); "National Assessment" (Robert E. Stake); "Bayesian Considerations in Educational Information Systems" (Melvin R. Novick); "Temporal Changes in Treatment-Effect Correlations: A Quasi-Experimental Model for Institutional Records and Longitudinal Studies" (Donald T. Campbell); "Higher Education: For Whom? At Whose Cost?" (Carl Kaysen); "Social Accounting in Education: Reflections on Supply and Demand" (David K. Cohen); "Ethical and Legal Aspects of the Collection of Educational Information" (David A. Goslin); and "Test Information as a Reinforcer of Negative Attitudes Toward Black Americans" (Elias Blake, Jr.). (AG) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Program Goals).

ED 070 172 EA 004 714
National Educational Assessment: Pro and Con.
American Association of School Administrators, Washington, D.C.; National Education Association, Washington, D.C.
Pub Date—66
Note—56p.
Available from—Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (Stock No. 382-11768, $1.00, Quantity Discounts)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Achievement Tests, Comparative Analysis, Comparative Testing, Curriculum Evaluation, *Evaluation, Evaluation Methods, National Competency Tests, National Norms, *Sampling, *Testing, *Test Interpretation, Test Validity, *Test Wiseness
Identifiers—*National Assessment of Educational Progress

In this publication, designed to serve interested laymen as well as educators, various authors explore the viewpoints of the proponents and the opponents of the National Assessment Program. In their analysis of assessment and its related issues, these authors attempt to provide information that could serve as a basis for an objective consideration of the limitations, possibilities, and implications of the Program. Central to the discussions covered in the six papers is the question of the use of tests as a means of carrying out the assessment goals and the implications of having a pilot program run by a private concern such as the Carnegie Corporation. The presentation concludes with a transcript of the White House Conference assessment debate (July 20, 1965), the resolution of the Council of Chief State School Officers on measurement and reporting of educational results (November 1965), the ASCD Executive Committee statement of guidelines for national assessment of educational outcomes (January 1966), and the AASA Resolution concerning national testing and curriculum (February 1966). (Author/EA) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Historical Background).

ED 085 127 RC 007 470
Henderson, George
National Assessment and Rural Education.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Bureau No.—BR-6-2469
Pub Date—Dec 73
Contract—OEC-1-6-062469-1574(10)
Note—50p.
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (Stock Number EC-004, $2.50)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Accountability, Citizenship, *Intelligence, Literature, *National Norms, Needs, Reading Achievement, *Rural Education, Science Education, *Student Evaluation, Writing Skills
Identifiers—*National Assessment of Educational Progress

National Assessment of Educational Progress (NAEP) became a continuing project of the Education Commission of the States on July 1, 1969. Its primary aim is to obtain information on how well educated young people are and where the country's education problem areas lie. NAEP exercises have been constructed to provide information by 3 divisions: (1) what all or almost all children are learning, (2) what the most advanced are learning, and (3) what the middle or "average" children are learning. The accumulated test results will serve the purpose of differentiated assessment of the overall progress of education. NAEP defined 192 separate populations for testing by the following subdivisions: sex, race, geographic region, age group, community size and type, and socioeconomic level. This report discusses rural education and national assessment for reading, writing, citizenship, science, and literature. Objectives, samples of test questions used, test results, and implications for rural schools are discussed. A brief historical overview; the assessment procedures and schedule; and the social and psychological, cultural, economic, political, and military implications are also covered. (NQ) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 093 778 SO 007 636

Papers on Educational Reform, Volume IV.

Open Court Publishing Co., La Salle, Ill.

Pub Date—74

Note—158p.; Papers delivered at the Annual Meeting of the Open Court Editorial Advisory Board (5th, Starved Rock State Park, Illinois, May 1973); For related volumes, see SO 007 637 through SO 007 639

Available from—Open Court Publishing Co., Box 599, La Salle, Illinois 61301 ($1.95, quantity prices quoted upon request)

Pub Type— Books (010)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Basic Skills, *Curriculum, *Educational Assessment, *Educational Change, Educational History, *Educational Philosophy, Evaluation, *General Education, Higher Education, Humanities Instruction, Interdisciplinary Approach, Literacy, Literature, Objective Tests, Poetry, Progressive Education

Identifiers—Great Britain, National Assessment of Educational Progress

The following nine papers were presented to the Open Court Editorial Advisory Board Meeting, 1974. In "National Assessment of Educational Progress" J. Stanley Ahmann provides an overview of assessment aims, construction, and results. Jacques Barzun discusses the history of educational theory in "The Use of Tradition in Educational Disputes". In "Crisis in British Education," Rhodes Boyson explores declining standards of achievement as a result of neoprogressivism. Cleanth Brooks suggests the use of literature, poetry in particular, to illuminate the past in "Combined Studies Program: Literary Elements." Peter Hilton discusses five problems peculiar to higher education and applies that discussion to education in general in "Some Problems of Contemporary Education." Banesh Hoffman provides examples of the lack of objectivity in objective tests in "On The Mechanization of Evaluation." In "Reflections on the Disorder of Our Times," Sidney Hook appeals for rationality in our ideas about social order. Albert Williams Levi contributes "History and Philosophy in the International Baccalaureate." Ralph A. Smith outlines a sane educational theory and pedagogy for art instruction in "The 'New' Appreciation of Art." (JH) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 129 908 TM 005 751

Follettie, Joseph F.

GPO: Send Me The Primary Effects of Common Instruction! Professional Paper 34.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SWRL-PP-34

Pub Date—10 Mar 76

Contract—NE-C-00-3-0064

Note—46p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Accountability, *Achievement Tests, Classification, Criterion Referenced Tests, *Educational Assessment, Elementary Secondary Education, Instructional Programs, *National Programs, Norm Referenced Tests, Program Effectiveness, Standardized Tests, State Programs, Testing Problems, *Testing Programs, Urban Programs

Identifiers—Instructional Hierarchies, National Assessment of Educational Progress

General features of local and national programs for assessing achievements referencing the common instruction are discussed within a single mastery achievement testing framework. The envisioned programs differ only in informative detail. Most such differences are viewed as amenable to formalization and the basis for distinguishing between local instructional management requirements and state and national stocktaking requirements for information on scholastic achievements is illustrated for selected knowledges and skills. The implications of the envisioned achievement testing programs for local, state, and national determinations of educational productivity are noted. It is contended that the earliest apt educational productivity estimates must be based on aggregate direct costs of education as inputs–perhaps with a "catch-up" cost portion removed by general agreement–and short-term absolute scholastic achievement effects as outputs. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 131 345 CG 006 215

Hazlett, James A.

National Assessment–A Tool for Accountability.

Pub Date—23 Feb 71

Note—16p.; Paper presented at the Annual Meeting of the American Association of School Administrators (February, 1971)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, *Data Analysis, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Social Science Research, Speeches, State of the Art Reviews, Statistical Studies

Identifiers—*National Assessment of Educational Progress

James A. Hazlett, NAEP Administrative Director, discusses the National Assessment program as an accountability tool. The strengths and weaknesses of the program as an evaluative method in the cognitive areas are discussed at length. (MPJ) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Historical Background).

ED 136 355 EA 009 266

Needs Assessment.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—OEC-0-8-080353-3514

Note—5p.; Chapter 16 of "The Best of the Best of ERIC," EA 008 998

Available from—Not available separately, see EA 008 998

Pub Type— Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Educational Administration, Elementary Secondary Education, *Needs Assessment

Identifiers—National Assessment of Educational Progress

This chapter of "The Best of the Best of ERIC" contains 16 annotations of documents and journal articles on needs assessment, all of which are indexed in the ERIC system. Materials on educational planning, accountability, the National Assessment of Educational Progress, and other topics are annotated. (DS) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 136 627 HE 008 384

Graduation: 1976.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Note—21p.; Transcript for television program scheduled for broadcast on "Options in Education" during the week of June 21, 1976.

Available from—Options In Education, G.W. Institute for Educational Leadership, 2025 M St. N.W., Washington, D.C. 20036 (Program No. 34, $0.25)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *College Graduates, Competency Based Education, *Degrees (Academic), *Graduate Study, *Graduation, *Graduation Requirements, Higher Education, *High School Graduates, Interviews, Minimum Competencies, Opinions, Parent Attitudes, Principals, Secondary Education, Social Attitudes, Student Attitudes, Television

Identifiers—Honorary Degrees

The program is a series of interviews and montages on the topic of graduation at all levels: high school, college, graduate, and honorary degrees. Among those interviewed are: Caroline Bird, author of "The Case Against College"; Judith Harrison, Maureen Smith, and Frank Meta, graduates; Roy Forbes, Director of the National Assessment of Educational Progress; Samuel Proctor of Rutgers University; Irene Lober, Tom Chaney, and Gary Goff, high school principals discussing minimum competency requirements; and parents. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 145 587 EA 010 058

Quality of Education, 1977. Hearings before the Subcommittee on Education, Arts and Humanities. Ninety-Fifth Congress, First Session on Examination into the Quality of Education of our Nation's Students and Means of Improving Competency in Basic Skills at Various Grade Levels.

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date—77

Note—337p.; Not available in paper copy due to small print size of orginal document; Some pages may be illegible

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Academic Aptitude, *Achievement Tests, *Educational Quality, Elementary Secondary Education, *Standardized Tests, *Testing Programs, Test Results

The first day of hearings features the testimony of Admiral H. M. Rickover and Dr. Mary Berry, Assistant Secretary for Education, on the quality of education and what can be done about it. Subsequent testimony centers on the testing of students. Those offering statements are William W. Turnball, president of Educational Testing Service; Dr. Roy H. Forbes, director of the National Assessment of Educational Progress; and Willard Wirtz, chairman of the Advisory Panel on the Scholastic Aptitude Test Score Decline. Other evidence offered includes samples from tests, descriptions of the characteristics of eight nationally normed tests, and description of the assessment of basic skills being done in the nation. (IRT) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 151 355 SP 012 387

Ryor, John

Teachers and Achievement Testing.

National Education Association, Washington, D.C.

Pub Date—2 Mar 78

Note—7p.; Paper presented at the National Conference on Achievement Testing and Basic Skills (Washington, D.C., March 1-3, 1978)

Available from—National Education Association, Instruction and Professional Development, 1201 16th Street, N.W., Washington, D.C.

Journal Cit—"Monitor"; Release No. 21, March 17, 1978

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Criterion Referenced Tests, Cultural Pluralism, *Educational Objectives, *Educational Testing, Futures (of Society), Individual Differences, National Norms, *Norm Referenced Tests, Social Values, *Standardized Tests, Testing Programs, Test Interpretation, *Test Validity

Identifiers—National Assessment of Educational Progress

In this speech, the president of the National Education Association presents a series of arguments against the development of national educational standards and against the continued use of national, norm-referenced, standardized tests. Eight objections to the use of such tests are noted. Defense of the teaching profession's objections to the tests is based upon the fact that (while such tests provide much more security for the teacher than do criterion-referenced tests and parent-teacher-student conferences) they are simplistic in their measurement, nearly impossible for the layman or local teacher to interpret, and label half the test-takers as losers. In opposition to standardized testing, it is recommended that evaluation be performed in a variety of ways: observation of the student and his academic and personal growth by behavior, motivational patterns, independent work habits, presentations, parent-teacher conferences, individual diagnostic tests, teacher-made tests, school letter grades, and the development of criterion-referenced tests. A role for the federal government is suggested as being financial support and encouragement of the development of tests for assessing the performance of groups and tests for assessing the performance of individuals. Continuation of support for the National Assessment of Educational Progress is also urged. The speaker concludes with the observation that norm-referenced, standardized tests make a lie of education's often-stated concern for individual differences. (MJB) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 152 823 TM 006 992

USOE's Title I Evaluation Model and Technical Assistance Efforts: A Symposium Presented at the 1977 Annual Meeting of A-E-R-A.

Pub Date—Apr 77

Note—53p.; Papers presented at the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrative Organization, *Agency Cooperation, Bureaucracy, *Compensatory Education, Consultants, *Cooperative Planning, Coordination, Educationally Disadvantaged, Equated Scores, *Evaluation Methods, *Evaluation Needs, Federal Programs, Federal State Relationship, Program Development, Program Effectiveness, *Program Evaluation, School Districts, State Departments of Education, State School District Relationship, Technical Assistance, Testing Programs

Identifiers—*Elementary Secondary Education Act Title I, Michigan Educational Assessment Program, Office of Education, Technical Assistance Centers

This symposium included four papers about the administration of the evaluation of Elementary and Secondary Education Act Title I projects. The first speaker, Janice K. Anderson, presented a summary of efforts to coordinate evaluations so as to promote sufficient uniformity for generalizations across local programs, but permitting maximim local initiative. Ronald L. Fishbein described the process by which eight regional Technical Assistance Centers were set up, and how they established relationships with the state and local education agencies, and provided the services that were requested. The third paper, by David L. Donovan and Daniel E. Schooley, suggested that state education agencies did not have sufficient influence in planning Title I programs. The authors suggested a national testing program or a program similar to the Michigan Educational Assessment Test or the National Assessment of Educational Progress. The last speaker, Carl Novak, supported the use of Normal Curve Equivalency Scores, and spoke of the valuable assistance provided by the technical assistance centers. (Author/CTM) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 187 758 TM 800 265

Marion, L. Marvin

Competency Testing: An Encounter with the Future.

Pub Date—Sep 79

Note—31p.; Paper presented at the Annual Meeting of the Seventh Plains Regional IRA Conference (Minneapolis, MN, September 27-29, 1979).

Pub Type— Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Court Litigation, Elementary Secondary Education, *Graduation Requirements, *Minimum Competency Testing, Professional Associations, *School Districts, State Legislation, *State Programs, Student Promotion, *Testing Problems, *Testing Programs

Identifiers—National Assessment of Educational Progress

An historical sketch of minimum competency testing programs and issues is presented. Among the state and local programs briefly described are: 1960, Denver Public Schools, CO; 1976, Richmond Public Schools, VA; 1977, Kern Union High School, CA; 1977, Berea High School, OH; 1977, Westside High School, NE; 1973, Oregon; 1975, California (High School Proficiency

Examination); 1976, New York (Basic Competency Tests); 1976, Florida (Functional Literacy Test). To describe testing issues, excerpts from speeches or policy statements of these associations are included: National Assessment of Educational Progress, International Reading Association, National Education Association, National Academy of Education, Association for Supervision and Curriculum Development, and Missouri State Teachers Association. It is concluded that testing should focus on diagnosis and remediation, beginning in elementary school but should not be required for grade promotion or high school graduation. (CP) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Operating Policies).

ED 197 607 FL 012 055
Martin, Wayne H.
The National Assessment of Educational Progress, Foreign Language Education, and the Future.
Pub Date—81
Note—11p.
Available from—Not available separately; see FL 012 044.
Pub Type— Reports - General (140)
Document Not Available from EDRS.
Descriptors—*Educational Assessment, *Second Language Instruction
Identifiers—*National Assessment of Educational Progress

The background and mandate of the National Assessment of Educational Progress are reviewed. This organization is charged by the federal government with the task of compiling and disseminating data on changes and trends in the educational attainments of young Americans. The methodology by which NAEP conducts its objectives development, item development, data collection, reporting, and services is described. To date, NAEP has conducted no assessments in the area of foreign languages, since foreign language education has not been viewed as meeting the criterion of ubiquity in the U.S. school system and among the student population. Recognition of the role foreign languages play in the educational system may influence NAEP to extend its commitment to this discipline. (JB) Primary type of information provided by report: Program Description (Operating Procedures).

ED 200 261 JC 810 134
Ringling, Dennis F.
A Current Assessment of How Community College Vocational Education Leadership Needs Are Met: Implications for the Future.
Pub Date—[79]
Note—13p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Role, *Community Colleges, Federal Legislation, Federal State Relationship, *Leadership, Leadership Responsibility, Leadership Training, State Departments of Education, Two Year Colleges, Universities, *Vocational Education
Identifiers—National Center for Vocational Education OH

As vocational programs take on increased importance during the 1980's, it becomes necessary to assess the effectiveness of the vocational education leadership exercised at the national, state, university, and local college levels. At the national level, leadership is evidenced in legislatively mandated programs, such as the Graduate Leadership Development Program, and in the activities of the National Center for Vocational Education. At the state level, leadership has been exercised through the Educational Commission of the States and through the provision of in-service activities for educators. Universities have helped fill the leadership void through innovative programs, such as Temple University's Leadership Intern Field Experience, and leadership potential has always existed with instructors and deans at local colleges. Yet, several leadership problems have yet to be addressed: (1) a national policy for leadership development should be implemented in an effort to increase articulation among the states; (2) more states and colleges should become aware of the activities of the National Center for Vocational Education; (3) research should become less dependent upon targeted project monies, which leave many vocational education areas wanting; (4) the "good old boy" leadership network which exists within the states should be severed; and (5) college instructors need to take on a more professional attitude. Without enhanced leadership, vocational education programs are surely endangered. (JP) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 000 647 AA 500 436
Kock, Reino
National Assessment of Educational Progress-A Diffusion Study
Pub Date—69 Feb
Journal Cit—Sch Soc; 97; 2315; 95-97
Descriptors—*Change Agents, *Educational Change, Educational Improvement, *Educational Innovation, Educational Testing, *Evaluation, National Programs
Identifiers—Carnegie Corporation, National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Conceptual).

EJ 002 384 AA 501 028
Finley, Carmen J.
National Assessment - Spring 1968.
Pub Date—69 Mar
Journal Cit—Calif J Educ Res; 20; 2; 69-74
Descriptors—Educational Change, *Educational Improvement, *Educational Objectives, Evaluation Criteria, Evaluation Methods, *National Surveys, *Testing
Identifiers—Califorina State Testing Program, *National Assessment of Educational Progress

Article adapted from an address given at a meeting of the California Association of Secondary School Administrators (Fresno, California, April 8, 1968). Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 002 385 AA 501 136
Moellenberg, Wayne P.
National Assessement: Are We Ready?
Pub Date—69 Apr
Journal Cit—Clearing House; 43; 8; 451-454
Descriptors—*Educational Needs, Educational Objectives, *Evaluation Criteria, *Evaluation Methods, Measurement, *National Surveys, Test Construction, Test Interpretation
Identifiers—*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Historical Background).

EJ 002 390 AA 501 317
National Assessment - What, Why, How
Pub Date—69 Apr
Journal Cit—Educ Dig; 34; 8; 14-17
Descriptors—Educational Improvement, Educational Needs, *Educational Programs, National Surveys, *Program Evaluation
Identifiers—National Assessment of Educational Progress

Condensed from "National Assessment of Educational Progress," Revised Edition, published by the Department of Elementary School Principals, NEA, Washington, D.C. 1968, 4-27. Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 004 472 HE 500 270
Cohen, Wilbur J.
The Learning and Earning Force
Pub Date—69 Spr
Journal Cit—Educ Rec; 50; 2; 166-170
Descriptors—*Educational Needs, *Educational Objectives, *Educational Opportunities, *Federal Aid, Higher Education, National Programs
Identifiers—*National Assessment of Educational Progress

Article based on speech to the annual conference of the National Council for Social Studies (Washington, D. C., November 1968). Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 017 015 AA 505 678
Norris, Eleanor L.
The National Assessment
Pub Date—69 Oct
Journal Cit—Amer Educ; 5; 8; 20-3
Descriptors—*Educational Programs, *Statistical Data, *Tests
Identifiers—*National Assessment of Educational Progress

A program is under way to assess the educational attainments of American students. (CK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Progress Report).

EJ 021 411 PS 500 444
Mehrens, William A.
National Assessment of Educational Progress
Pub Date—May '70
Journal Cit—Childhood Educ; 46; 8; 422-425
Descriptors—Attitudes, *Educational Planning, *Evaluation, Knowledge Level, *National Surveys, Skills, Testing
Identifiers—*National Assessment of Educational Progress

Offers an overview of NAEP, a project designed to compile data for assessing and improving American education. (DR) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 040 662 AA 510 085
Norris, Eleanor L.
What We Are Learning from the National Assessment
Pub Date—Jul 71
Journal Cit—American Education; 7; 6; 19-23
Descriptors—*Curriculum Development, *Educational Objectives, *Student Evaluation, *Surveys, *Test Interpretation
Identifiers—National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 044 149 EA 501 990
Womer, Frank B. Mastie, Marjorie M.
How Will National Assessment Change American Education?
Pub Date—Oct 71
Journal Cit—Phi Delta Kappan; 53; 2; 118-120
Descriptors—*Accountability, Citizenship, *Educational Diagnosis, *Evaluation Methods, *Evaluation Needs, Science Curriculum, Writing Skills
Identifiers—*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 054 503 EA 502 395
Allison, Clay
Technical Giants of National Assessment
Pub Date—Feb 72
Journal Cit—Compact; 6; 1; 18-22
Descriptors—*Academic Achievement, *Educational Quality, *Evaluation, *Evaluation Methods, Evaluation Needs, Testing
Identifiers—*National Assessment of Educational Progress

Describes the personnel and functions of the National Assessment Program Analysis Advisory Committee. (JF) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 090 448 AA 517 196
Justus, Hope
Focusing On The States
Pub Date—Dec 73
Journal Cit—American Education; 9; 10; 4-9
Descriptors—*Data Collection, Decision Making, Diagrams, Educational Objectives, *Educational Policy, *Educational Research, Publications, State Officials
Identifiers—*Education Commission of the States CO, National Assessment of Educational Progress

Describes the functions and responsibilities of the Education Commission of the States as well as their educational contributions. (RK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 105 250 AA 519 304
Eisner, Elliot W.
Towards a More Adequate Conception of Evaluation in the Arts
Pub Date—Oct 74
Journal Cit—Art Education; 27; 7; 2-5
Descriptors—*Accountability, *Art Education, *Art Teachers, Critical Thinking, *Curriculum Development, Educational Technology
Identifiers—*National Assessment of Educational Progress

Author attempted to clarify the issues and to provide the background needed to understand the roots and assumptions of the movement towards accountability as well as the movement to technologize curriculum planning and teaching. (Author/RK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 109 160 CS 706 492
Cooper, Charles R.
Literature, Humanities, Media: Research Roundup
Pub Date—Dec 74
Journal Cit—English Journal; 63; 9; 97-9
Descriptors—*Educational Research, Humanities Instruction, Language Research, Literature, Media Research, *Research Reviews (Publications)
Identifiers—*National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 142 267 AA 523 090
Layman, Pam
Keeping Up
Pub Date—Jan 76
Journal Cit—Teacher; 93; 5; 127-39
Descriptors—*Academic Achievement, *Consumer Education, *Corporal Punishment, *Private Schools, *Reading Instruction
Identifiers—*National Assessment of Educational Progress

To help you keep current in the ever-changing world of teaching. (Editor) Aspect of National Assessment (NAEP) dealt with in this docvment: Program Description.

EJ 151 161 CS 707 556
Barth, Rodney J.
Notes and Quotes on Back to Basics. An ERIC/RCS Report
Pub Date—Nov 76
Journal Cit—English Journal; 65; 8; 88-91
Descriptors—*Basic Skills, English Curriculum, *English Instruction, *Evaluation, Literature Reviews, National Surveys, Secondary Education
Identifiers—*National Assessment of Educational Progress

Reviews the literature in the Educational Resources Information Center (ERIC) on the responses of prominent English educators to the back-to-basics movement. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 153 122 AA 524 758
Kay, Brian
National Assessment of Educational Progress in the United States
Pub Date—Sep 76
Journal Cit—Trends in Education; 3; 39-43
Descriptors—*Academic Achievement, Data Collection, *Educational Assessment, Educational History, Educational Objectives, *National Organizations, *National Surveys, Student Evaluation
Identifiers—*National Assessment of Educational Progress, *United States

Defines the history, role, and methods of the NAEP in carrying out educational assessment in the United States. (RK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Operating Procedures).

EJ 154 431 AA 524 806
Cunningham, William G.
The National Assessment: A Critical Review and a New Direction
Pub Date—Oct 76
Journal Cit—Clearing House; 50; 2; 82-7
Descriptors—Academic Ability, *Academic Achievement, *Data Analysis, *Educational Assessment, Educational Policy, Educational Research, *Educational Testing, *National Surveys, Student Characteristics, Student Evaluation, Test Results
Identifiers—*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a national census-like survey of the knowledge, skills, understanding, and attitudes of certain groups of young Americans. Evaluates the NAEP's contribution to educational progress and its areas in need of improvement. (Author/RK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 163 375 AA 526 073
Elliott, Arthur H.
Turning It Around in Education with Student Tutoring
Pub Date—Mar 77
Available from—Reprint Available (See p. vii): UMI
Journal Cit—Clearing House; 50; 7; 285-90
Descriptors—*Basic Skills, College Entrance Examinations, Crime, Educational Problems, *Educational Research, *Educational Trends, School Vandalism, *Student Participation, Tables (Data), *Tutorial Programs
Identifiers—*National Assessment of Educational Progress

Evidence is mounting in support of the belief that student tutoring is highly effective in achieving the basic goals of public education, namely, the cognitive, affective and social development of the child. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 169 498 CS 710 542
Applebee, Arthur N.
Perspectives on the National Assessment of Educational Progress
Pub Date—Nov 77
Available from—Reprint Available (See p. vii): UMI
Journal Cit—Reading Teacher; 31; 2; 250-3
Descriptors—*Educational Assessment, Elementary Secondary Education, *National Competency Tests, *Reading Tests, *Standardized Tests
Identifiers—*National Assessment of Educational Progress

Presents an overview of National Assessment studies. (JM) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Progress Report).

EJ 210 292 TM 504 524
Womer, Frank B. Martin, Wayne H.
The National Assessment of Educational Progress.
Pub Date—79
Available from—Reprint: UMI
Journal Cit—Studies in Educational Evaluation; v5 nl p27-37 1979
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
Descriptors—*Academic Achievement, *Educational Assessment, Educational Trends, Elementary Secondary Education, Longitudinal Studies, Measurement Objectives, *National Competency Tests, *National Surveys, Program Administration, Program Descriptions, Skill Development, Testing Programs, Young Adults
Identifiers—*National Assessment of Educational Progress, United States

The National Assessment of Educational Progress (NAEP) is a longitudinal study designed to measure changes in the knowledge, skills, and understandings of young Americans, ages 9, 13, 17, and 26-35. This overview discusses some special aspects of NAEP, and explains its history and governance. (MH) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Program Goals) (Historical Background).

EJ 258 902 UD 508 967
Klausmeier, Herbert J.
A Research Strategy for Educational Improvement.
Pub Date—Feb82
Available from—Reprint: UMI
Journal Cit—Educational Researcher; v11 n2 p8-13 Feb 1982
Pub Type— Journal Articles (080) — Reports - Evaluative (142) — Reports - Research (143)
Descriptors—*Academic Achievement, Educational Change, *Educational Research, Educational Strategies, *Individualized Education Programs, *Research Design, *Research Methodology, *Research Utilization, Secondary Education
Identifiers—National Assessment of Educational Progress

Identifies trends in educational achievement in the 1970s. Presents hypotheses concerning the relationship between research and gains/declines in educational achievement during that period. Discusses a project for individualized learning programs and its theoretical rationale, and describes a research project based on that educational improvement strategy. (Author/MJL) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Program Goals).

III. INDEXES
Subject Index

Academic Ability
The First National Assessment of Musical Performance, Report 03-MU-01.
ED 155 126 (A.1.MUS.(1).(d))
Making and Interpreting Graphs and Tables: Results and Implications from National Assessment.
EJ 237 426 (B.1.MATH.(2).(d))
Math and Sex: Are Girls Born with Less Ability?
EJ 237 494 (B.GEN.b)
Mathematical Applications: Selected Results from the Second Assessment of Mathematics.
ED 176 965 (A.1.MATH.(2).(d))
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.
ED 176 964 (A.1.MATH.(2).(d))
Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.
ED 182 174 (A.1.MATH.(2).(d))
National Assessment of Educational Progress. The First National Assessment of Mathematics: An Overview.
ED 127 198 (A.1.MATH.(1).(d))
New Study Shows Further Declines in Writing Ability
EJ 162 089 (B.1.WRIT.(2).(d))

Academic Achievement
Achievement and the Three R's: A Synopsis of National Assessment Findings in Reading, Writing and Mathematics.
ED 223 658 (A.GEN.b)
Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.
ED 215 034 (B.GEN.b)
Art and Young Americans, 1974-79: Results from the Second National Art Assessment.
ED 212 538 (A.1.ART.(2).(d))
Assessing National Levels of Achievement in a Systematic Manner
EJ 123 613 (B.GEN.b)
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature.
ED 096 348 (B.GEN.a)
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature. Appendix.
ED 096 349 (B.GEN.a)
Black Students' Performance in the National Assessments of Science and Mathematics.
ED 201 692 (A.GEN.b)
Change in National Science Achievement: Some Analysis Problems.
ED 157 709 (A.1.SCI.(2).(c))
Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics.
ED 177 011 (A.1.MATH.(2).(d))
Changes in Social Studies Performance, 1972-76. Selected Results from the Second Assessment of Social Studies.
ED 161 791 (A.1.SOC.(2).(d))
A Closer Look at School Cutoff Dates and Achievement.
ED 216 050 (A.GEN.b)
The Condition of Student Writing
EJ 144 141 (B.1.WRIT.(2).(d))
Connecticut Assessment of Educational Progress: Citizenship/Social Studies, 1977-78. Summary and Interpretations.
ED 162 927 (B.GEN.b)
Connecticut Assessment of Educational Progress: Mathematics, 1979-80. Summary and Interpretations Report.
ED 205 608 (B.GEN.b)
Continuing Motivation in Science for Early and Late Adolescents.
EJ 255 849 (B.1.SCI.(3).(d))
Differential Changes in Levels of Achievement for Students in Three Age Groups.
EJ 202 273 (B.GEN.b)
Early Adolescent Sex Differences in Science Learning: Evidence from the National Assessment of Educational Progress.
EJ 253 004 (B.SPEC.b.(1).(d))
Educational Achievement and Sex Discrimination.
ED 115 701 (A.GEN.c)
Educational Outcomes of Social Studies Programs in Rural Schools.
ED 171 461 (B.1.SOC.(1).(d))
The Effects of the Rural School.
ED 201 460 (B.GEN.b)
An Evaluation of Some Methods Used in the National Assessment of Educational Progress. Final Report.
ED 131 119 (B.GEN.a)
Exploring National Assessment Data through Secondary Analysis.
ED 223 679 (A.GEN.b)
Exploring National Assessment Data Using Singular Value Decomposition.
ED 107 720 (A.GEN.a)
Expressive Writing: Selected Results From the Second National Assessment of Writing.
ED 130 312 (A.1.WRIT.(2).(d))
The First National Assessment of Career and Occupational Development: An Overview. Career and Occupational Development Report No. 05-COD-00.
ED 137 604 (A.1.COD.(1).(d))
The First Results
EJ 054 502 (A.GEN.b)
Hispanic Student Achievement in Five Learning Areas: 1971-75. National Assessment of Educational Progress Report No. BR-2, May 1977.
ED 138 414 (A.GEN.b)
How Can Local School Districts Use NAEP Data.
ED 147 372 (B.GEN.a)
How Much Are Our Young People Learning? The Story of the National Assessment. Fastback 68.
ED 123 244 (B.GEN.b)

Integration and Science Achievement
EJ 136 727 (B.1.SCI.(2).(d))
Keeping Up
EJ 142 267 (B.GEN.c)
Maine Assessment of Educational Progress, Report 2. Results Report 1: Citizenship and Writing, 1972.
ED 080 598 (B.GEN.a)
Male-Female Achievement in Eight Learning Areas: A Compilation of Selected Assessment Results.
ED 117 133 (A.GEN.c)
Mathematics in North Dakota. Summary of Performance for Eleventh Grade Mathematics Assessment, Spring, 1978.
ED 189 185 (B.GEN.b)
Mathematics in North Dakota. Summary of Performance for Fourth and Eighth Grade Mathematics Assessment, Spring, 1979.
ED 189 186 (B.GEN.b)
Mathematics Technical Report: Summary Volume.
ED 186 279 (A.1.MATH.(2).(d))
Minnesota Educational Assessment: A Comprehensive Planning Study.
ED 084 657 (B.GEN.a)
Music Objectives: Second Assessment.
ED 183 434 (A.1.MUS.(2).(b))
Music Technical Report: Exercise Volume. Music Report No. 03-MU-20.
ED 120 086 (A.1.MUS.(1).(b))
National Assessment Achievements: Findings, Interpretations and Uses. Report No. 48.
ED 097 348 (A.GEN.b)
The National Assessment: A Critical Review and a New Direction
EJ 154 431 (B.GEN.c)
National Assessment: A Model for State and Local Competency Mandates?
EJ 209 442 (B.GEN.b)
National Assessment and Rural Education.
ED 085 127 (B.GEN.c)
National Assessment and Social Indicators, January 1973.
ED 082 290 (B.GEN.b)
National Assessment in Mathematics
EJ 036 445 (B.1.MATH.(1).(a))
National Assessment Measuring American Education.
ED 068 513 (A.GEN.c)
The National Assessment Model.
ED 088 749 (B.1.CIT.(1).(a))
A National Assessment of Achievement and Participation of Women in Mathematics. Final Report.
ED 187 562 (A.GEN.b)
The National Assessment of Educational Progress
EJ 095 637 (B.GEN.b)
National Assessment of Educational Progress: Art Objectives.
ED 051 255 (A.1.ART.(1).(b))
National Assessment of Educational Progress. Citizenship: Group Results B. Preliminary Report 9. 1969-70 Assessment. Parental Education, Color, Size and Type of Community.
ED 068 407 (A.1.CIT.(1).(d))
National Assessment of Educational Progress. General Information Yearbook.
ED 102 235 (A.GEN.a)
National Assessment of Educational Progress in the United States
EJ 153 122 (B.GEN.c)
National Assessment of Educational Progress. Social Studies Objectives.
ED 049 111 (A.1.SOC.(1).(b))
National Assessment of Educational Progress. Summary of Report 1. Science: National Results. July, 1970.
ED 043 099 (A.1.SCI.(1).(d))
National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results–Partial. July, 1970.
ED 043 098 (A.1.CIT.(1).(d))
National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results–Partial. Observations and Commentary of a Panel of Reviewers.
ED 049 112 (A.1.CIT.(1).(d))
National Assessment of Educational Progress. 1969-70 Citizenship: Group Results for Sex, Region, and Size of Community. National Assessment Report 6.
ED 063 196 (A.1.CIT.(1).(d))
National Assessment: One Tool in the Education Toolbox
EJ 149 672 (B.GEN.b)
National Assessment–Some Valuable By-Products for Schools
EJ 005 372 (B.GEN.b)
Oversight Hearing on Mathematics Achievement. Hearing Before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session (Washington, DC, October 23, 1979).
ED 182 190 (B.GEN.b)
Probing a Model of Educational Productivity in Science with National Assessment Samples of Early Adolescents.
EJ 248 026 (B.1.SCI.(3).(d))
Quality of Education, 1977. Hearings before the Subcommittee on Education, Arts and Humanities. Ninety-Fifth Congress, First Session on Examination into the Quality of Education of our Nation's Students and Means of Improving Competency in Basic Skills at Various Grade Levels.
ED 145 587 (B.GEN.c)
Reading and Mathematics Achievement in Public and Private Schools: Is There a Difference?
ED 206 682 (A.GEN.b)
Recent Trends in Achievement Levels of Black and White Youth.
EJ 262 707 (B.GEN.b)
Relationships Between Academic Achievement and Self-Concept
EJ 103 090 (B.1.SCI.(1).(c))
Research Issues Arising from the National Assessment of Educational Progress.
ED 052 244 (B.GEN.a)
A Research Strategy for Educational Improvement.
EJ 258 902 (B.GEN.c)
Results from the Second Mathematics Assessment of the National Assessment of Educational Progress.
ED 204 107 (B.1.MATH.(2).(d))
School and the 17-Year-Old: A Comparison of Career Development Skills of 17-Year-Olds Attending School and Those Not Attending.
ED 155 328 (A.1.COD.(1).(d))
Science Achievement in the Schools: A Summary of Results from the 1976-77 National Assessment of Science.
ED 164 337 (A.1.SCI.(3).(d))
Science Area Results Reported by National Assessment of Educational Progress
EJ 029 771 (B.1.SCI.(1).(d))
Sex Differences in Artistic Achievement: A National Study. No. 06-A-51.
ED 193 314 (A.1.ART.(1).(d))
Social Studies Technical Report: Summary Volume. Report No. 03-SS-21.
ED 117 019 (A.1.SOC.(1).(d))
Some Implications of the National Assessment Model and Data for State and Local Education.
ED 074 620 (B.GEN.a)
A Statement of Fact: The Size and Type of a Community Bear Upon Educational Results. A Look at National Assessment Results in Eight Learning Areas in the Light of Community Influence: A Special Report to Urban School Districts.
ED 106 399 (A.GEN.c)
Student Achievement in California Schools: 1978-79 Annual Report.
ED 190 653 (B.GEN.b)
Student Achievement in Rural Schools: A View from the National Assessment Data.
ED 172 980 (A.GEN.b)
Technical Giants of National Assessment
EJ 054 503 (B.GEN.c)
Three National Assessments of Science: Changes in Achievement, 1969-77. Selected Results from the Third National Assessment of Science.
ED 159 026 (A.1.SCI.(3).(d))
Update on Education: A Digest of the National Assessment of Educational Progress.
ED 113 381 (A.GEN.c)
What's Happening in Science–the NAEP.
EJ 193 166 (B.1.SCI.(3).(d))
What Students Know and Can Do: Profiles of Three Age Groups.
ED 135 846 (A.GEN.b)

Academic Aspiration
Test Scores and Attainment Rates.
EJ 251 946 (B.SPEC.c.(1).(b))

Academic Standards
Measuring Educational Quality: Harold G. Shane Interviews Willard Wirtz on the National Assessment of Educational Progress.
EJ 255 106 (B.GEN.b)

Accountability
A Constructive Response to the APU.
EJ 220 456 (B.GEN.b)
ECS Assessment Workshop for State Department Personnel. Final Report: Part I. Six-Month Evaluation. Final Report: Part II.
ED 070 140 (A.GEN.a)
GPO: Send Me The Primary Effects of Common Instruction! Professional Paper 34.
ED 129 908 (B.GEN.c)
How Will National Assessment Change American Education?
EJ 044 149 (B.GEN.c)
Minnesota Educational Assessment: Pilot Phase Results. Summary Report.
ED 089 464 (B.GEN.a)
National Assessment and Rural Education.

ED 085 127 (B.GEN.c)
National Assessment–A Tool for Accountability.
ED 131 345 (B.GEN.c)
National Assessment: Backgrounds and Projections
EJ 137 938 (B.GEN.a)
National Assessment: Backgrounds and Projections–1975.
ED 108 211 (B.GEN.b)
National Assessment of Educational Progress. Citizenship: Group Results B. Preliminary Report 9. 1969-70 Assessment. Parental Education, Color, Size and Type of Community.
ED 068 407 (A.1.CIT.(1).(d))
National Assessment of Educational Progress. Citizenship: National Results. Report 2.
ED 049 113 (A.1.CIT.(1).(d))
National Assessment of Educational Progress. Citizenship Objectives for 1974-75 Assessment.
ED 074 010 (A.1.CIT.(2).(b))
National Assessment of Educational Progress. Music Objectives.
ED 063 197 (A.1.MUS.(1).(b))
National Assessment of Educational Progress. Newsletter, Volume 5, Number 7.
ED 073 007 (A.GEN.c)
National Assessment of Educational Progress. Social Studies Objectives.
ED 049 111 (A.1.SOC.(1).(b))
National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results–Partial. Observations and Commentary of a Panel of Reviewers.
ED 049 112 (A.1.CIT.(1).(d))
National Assessment of Educational Progress. 1969-70 Citizenship: Group Results for Sex, Region, and Size of Community. National Assessment Report 6.
ED 063 196 (A.1.CIT.(1).(d))
National Assessment: One Tool in the Education Toolbox
EJ 149 672 (B.GEN.b)
Towards a More Adequate Conception of Evaluation in the Arts
EJ 105 250 (B.GEN.c)
The Use, Misuse, and Abuse of Tests.
ED 051 281 (B.GEN.b)

Achievement
Analysis of Supplemental Background Questions on Homework and TV.
ED 159 055 (A.GEN.b)
Assessing Mathematical Achievement.
ED 184 809 (B.GEN.b)
Assessing Science Education at the Eighth Grade Level in Selected Public Secondary Schools in North Mississippi.
ED 118 351 (B.1.SCI.(1).(c))
Change in National Science Achievement: Some Analysis Problems.
ED 157 709 (A.1.SCI.(2).(c))
Computational Competencies of Prospective Elementary Mathematics Teachers
EJ 174 237 (B.1.MATH.(1).(d))
Consumer Math: Selected Results from the First National Assessment of Mathematics.
ED 111 696 (A.1.MATH.(1).(d))
Effects of Home and School on Learning Mathematics, Political Knowledge and Political Attitudes.
ED 171 518 (A.GEN.b)
Iowa Assessment Report in Mathematics, 1975-76 School Year.
ED 125 894 (B.GEN.a)
Knowledge of Science Declines
EJ 118 179 (B.1.SCI.(2).(d))
Literacy and Numeracy in Australian Schools
EJ 162 896 (B.GEN.b)
Mathematical Applications: Selected Results from the Second Assessment of Mathematics.
ED 176 965 (A.1.MATH.(2).(d))
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.
ED 176 964 (A.1.MATH.(2).(d))
Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.
ED 182 174 (A.1.MATH.(2).(d))
Mathematics Technical Report: Exercise Volume. National Assessment of Educational Progress. Report No. 04-MA-20.
ED 138 468 (A.1.MATH.(1).(b))
Mathematics Technical Report: Summary Volume. National Assessment of Educational Progress.
ED 129 636 (A.1.MATH.(1).(d))
Minorities and Mathematics: Results from the National Assessment of Educational Progress.
EJ 254 218 (B.1.MATH.(2).(d))
National Assessment Findings in Science 1969-70, What Do They Mean?
ED 091 169 (B.1.SCI.(1).(d))
National Assessment of Educational Progress. Changes in Science Achievement of Black Students.
ED 127 201 (A.1.SCI.(2).(d))
National Assessment of Educational Progress. Changes in Science Performance, 1969-1973: Exercise Volume.
ED 127 199 (A.1.SCI.(2).(b))
National Assessment of Educational Progress. Changes in Science Performance, 1969-73: Exercise Volume. Appendix - Volume II.
ED 139 666 (A.1.SCI.(2).(d))
National Assessment of Educational Progress. Highlights and Trends from National Assessment: Changes in Science Achievement, 1969-1973.
ED 127 202 (A.1.SCI.(2).(d))
National Assessment of Educational Progress. Science Technical Report: Summary Volume.
ED 141 135 (A.1.SCI.(2).(d))
National Assessment of Educational Progress. 1969-1970 Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex, (National Assessment Report 7).
ED 067 220 (A.1.SCI.(1).(d))
Relationships Among Pupil Self Concept, Attitude Toward School, and Achievement on Selected Science Exercises From the National Assessment of Educational Progress.
ED 089 931 (B.1.SCI.(1).(d))
Results and Implications of the Second NAEP Mathematics Assessments: Elementary School.
EJ 222 430 (B.1.MATH.(2).(d))
Science Achievement: Racial and Regional Trends, 1969-1973.
ED 127 143 (A.1.SCI.(2).(d))
Science Achievement: The Trend is Down
EJ 128 205 (B.1.SCI.(2).(d))
Sex-Related Differences in Mathematics: Results from National Assessment.
EJ 254 217 (B.1.MATH.(2).(d))
Solving Verbal Problems: Results and Implications from National Assessment.
EJ 230 908 (B.1.MATH.(2).(d))
The Status of National Assessment in Mathematics
EJ 090 172 (B.1.MATH.(1).(d))
Three Assessments of Science, 1969-77: Technical Summary.
ED 168 901 (A.1.SCI.(3).(d))

Achievement Gains
Reading in America: A Perspective on Two Assessments.
ED 128 785 (A.1.READ.(2).(d))
Three National Assessments of Reading: Changes in Performance, 1970-80.
ED 200 898 (A.1.READ.(3).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume III–9-Year-Olds.
ED 196 044 (A.1.WRIT.(3).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume II–13-Year-Olds.
ED 196 043 (A.1.WRIT.(3).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume 1–17-Year-Olds.
ED 196 042 (A.1.WRIT.(3).(d))

Achievement Rating
Citizenship/Social Studies Achievement: Trends over Time.
ED 153 906 (A.1.CIT.(2).(d))
The First Results
EJ 054 502 (A.GEN.b)
Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.
ED 199 299 (B.GEN.a)
National Assessment of Educational Progress. Career and Occupational Development Technical Report: Exercise Volume.
ED 141 582 (A.1.COD.(1).(b))
Recent Trends in Achievement Levels of Black and White Youth.
EJ 262 707 (B.GEN.b)
Three National Assessments of Reading: Changes in Performance, 1970-80.
ED 200 898 (A.1.READ.(3).(d))
Use of the Model at the State and Local Levels.
ED 088 750 (B.GEN.a)

Achievement Tests
Achievement Test Score Decline: Do We Need to Worry?
ED 120 263 (B.GEN.b)
Achievement Test Scores in Mathematics and Science.
EJ 249 182 (B.GEN.b)
Application of NAEP Writing Assessment Procedures in Montgomery County, Maryland. Summary.
ED 074 079 (B.1.WRIT.(1).(c))

Career and Occupational Development Items.
ED 145 201 (A.1.COD.(1).(b))
Career and Occupational Development Kit. Instruction Manual.
ED 145 199 (A.1.COD.(1).(c))
GPO: Send Me The Primary Effects of Common Instruction! Professional Paper 34.
ED 129 908 (B.GEN.c)
Highlights and Trends from National Assessment: Changes in Reading Achievement, 1970-1975.
ED 128 766 (A.SPEC.f.(1).(d))
Highlights and Trends from National Assessment: Writing and Change in Writing Skills.
ED 128 814 (A.1.WRIT.(2).(d))
High School Students Lag in Science
EJ 185 917 (B.1.SCI.(3).(d))
A Humanistic Approach to Criterion Referenced Testing.
ED 081 842 (A.GEN.a)
Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
EJ 219 576 (B.GEN.b)
NAEP's Implicit Assumptions
EJ 167 859 (B.GEN.b)
National Assessment: One Tool in the Education Toolbox
EJ 149 672 (B.GEN.b)
Procedural Handbook: 1978-79 Writing Assessment.
ED 199 263 (A.1.WRIT.(3).(c))
Quality of Education, 1977. Hearings before the Subcommittee on Education, Arts and Humanities. Ninety-Fifth Congress, First Session on Examination into the Quality of Education of our Nation's Students and Means of Improving Competency in Basic Skills at Various Grade Levels.
ED 145 587 (B.GEN.c)
Questions and Answers about the National Assessment of Education Progress.
ED 067 398 (A.GEN.c)
Scoring Guides and National Percentages of Response.
ED 145 200 (A.1.COD.(1).(b))
The Test Score Decline: Meaning and Issues.
ED 138 643 (B.GEN.b)

Addition
Fractions: Results and Implications from National Assessment.
EJ 246 313 (B.1.MATH.(2).(d))

Administration
Procedural Handbook: 1978-79 Art Assessment.
ED 211 427 (A.1.ART.(2).(c))
Procedural Handbook, 1978-79 Music Assessment.
ED 211 413 (A.1.MUS.(2).(c))

Administrative Organization
USOE's Title I Evaluation Model and Technical Assistance Efforts: A Symposium Presented at the 1977 Annual Meeting of A-E-R-A.
ED 152 823 (B.GEN.c)

Administrator Attitudes
The Competency Movement: Problems and Solutions. AASA Critical Issues Report.
ED 150 677 (B.GEN.b)

Administrator Responsibility
National Assessment of Educational Progress DS [District Supervisor] Training Manual, Year 11.
ED 206 668 (A.1.READ.(3).(c))

Administrator Role
Administration's Janus: The Two Faces of Educational Evaluation
EJ 068 036 (B.GEN.b)
Supplementary Frame Assessment Phase II Manual.
ED 206 670 (A.GEN.a)

Adolescents
Assessing Job Knowledge and Generally Useful Skills of Young Americans
EJ 163 841 (B.1.COD.(1).(d))
Checkup: A National Assessment of Health Awareness Among 17-Year-Olds and Young Adults. Report No. 08-H-01.
ED 160 604 (A.SPEC.g.(1).(d))
Continuing Motivation in Science for Early and Late Adolescents.
EJ 255 849 (B.1.SCI.(3).(d))
Critical Reading: Theme 8, Reading.
ED 078 387 (A.1.READ.(1).(d))
Early Adolescent Sex Differences in Science Learning: Evidence from the National Assessment of Educational Progress.
EJ 253 004 (B.SPEC.b.(1).(d))
Main Ideas and Organization: Theme 6, Reading.
ED 079 688 (A.1.READ.(1).(d))
National Assessment of Educational Progress. Career and Occupational Development Technical Report: Exercise Volume.
ED 141 582 (A.1.COD.(1).(b))
News Media and Politicization: American Youth 1969-1975.
ED 191 759 (B.1.CIT.(2).(d))
Probing a Model of Educational Productivity in Science with National Assessment Samples of Early Adolescents.
EJ 248 026 (B.1.SCI.(3).(d))
Recognizing Literary Works and Characters: Theme 3, Literature.
ED 078 425 (A.1.LIT.(1).(d))
Reference Materials: Theme 4, Reading.
ED 079 687 (A.1.READ.(1).(d))
Responding to Literature: Theme 2, Literature.
ED 077 020 (A.1.LIT.(1).(d))
Teenage Consumers: A Profile. Results of the 1978 National Assessment of Consumer Skills and Attitudes.
ED 174 801 (A.SPEC.d.(1).(d))
When I Grow Up, What Will I Be?
ED 145 202 (A.1.COD.(1).(d))

Adoption (Ideas)
Keys to Research, Utilization and Adoption. A Study Conducted with a Grant from The Ford Foundation Focusing on Selected Aspects of Agriculture, Economics and Health.
ED 154 200 (A.GEN.a)

Adult Literacy
Adult Readers: Will They Need Basics Too?
ED 182 690 (A.SPEC.a.(1).(d))
Adult Reading Abilities: Definitions and Measurements.
ED 068 810 (A.1.READ.(1).(d))

Adults
Adult Work Skills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development.
ED 130 079 (A.1.COD.(1).(d))
Career Development Needs of Adults: How to Improve Career Development Programs.
ED 147 499 (B.1.COD.(1).(d))
Energy: Knowledge and Attitudes, A National Assessment of Energy Awareness Among Young Adults.
ED 166 017 (A.SPEC.e.(1).(d))
Recognizing Literary Works and Characters: Theme 3, Literature.
ED 078 425 (A.1.LIT.(1).(d))
Responding to Literature: Theme 2, Literature.
ED 077 020 (A.1.LIT.(1).(d))

Advisory Committees
Overview and Analysis of School Mathematics, Grades K-12.
ED 115 512 (B.1.MATH.(1).(d))

Aesthetic Education
An Assessment of Attitudes Toward Music. National Assessment of Educational Progress.
ED 099 270 (A.1.MUS.(1).(d))

Affective Objectives
Citizenship Objectives.
ED 033 871 (A.1.CIT.(1).(b))
National Assessment of Educational Progress. Objectives for Career and Occupational Development.
ED 059 119 (A.1.COD.(1).(b))
Science Objectives.
ED 033 872 (A.1.SCI.(1).(b))
Science Objectives for the Third Assessment.
ED 179 402 (A.1.SCI.(3).(b))

Affirmative Action
Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation.
ED 159 456 (B.1.COD.(1).(d))

Age
Educational Achievement and Sex Discrimination.
ED 115 701 (A.GEN.c)

Age Differences
Changes in the Political Orientations of American Youth: 1969-1975.
EJ 205 735 (B.1.CIT.(2).(d))
National Assessment of Educational Progress. 1969-1970 Writing: Group Results for Sex, Region, and Size of Community (Preliminary Report).
ED 051 246 (A.1.WRIT.(1).(d))
National Assessment of Educational Progress. 1969-1970 Writing: National Results.
ED 051 245 (A.1.WRIT.(1).(d))

Age Groups
Connecticut Assessment of Educational Progress Citizenship/Social Studies 1977-78 Technical Report.
ED 173 185 (B.GEN.b)
The Cross-Sectional Story of Early Career Development as Revealed by the National Assessment of Educational Progress. Revised.
ED 147 490 (B.1.COD.(1).(d))
National Assessment of Educational Pro-

gress. Citizenship: National Results. Report 2.
ED 049 113 (A.1.CIT.(1).(d))
Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.
ED 143 829 (A.1.COD.(2).(b))
Three Assessments of Science, 1969-77: Technical Summary.
ED 168 901 (A.1.SCI.(3).(d))

Age 9
Career Development Needs of Nine-Year Olds: How to Improve Career Development Programs.
ED 147 497 (B.1.COD.(1).(d))

Age 13
Career Development Needs of Thirteen-Year Olds: How to Improve Career Development Programs.
ED 147 498 (B.1.COD.(1).(d))

Age 17
Career Development Needs of Seventeen Year Olds: How to Improve Career Development Programs.
ED 147 555 (B.1.COD.(1).(d))

Agency Cooperation
USOE's Title I Evaluation Model and Technical Assistance Efforts: A Symposium Presented at the 1977 Annual Meeting of A-E-R-A.
ED 152 823 (B.GEN.c)

Agency Role
Educational Indicators of Development. Education and Socioeconomic Development, Monograph III.
ED 199 283 (B.GEN.b)

Algorithms
NAEP Note: Problem Solving.
EJ 230 922 (B.1.MATH.(2).(d))
Notes from National Assessment: Processes Used on Computational Exercises
EJ 135 036 (B.1.MATH.(1).(d))

Analysis of Variance
Balancing-Analysis of Variance by Another Name
EJ 150 831 (B.GEN.a)
An Evaluation of Some Methods Used in the National Assessment of Educational Progress. Final Report.
ED 131 119 (B.GEN.a)

Annotated Bibliographies
An Annotated Bibliography on Citizenship and Social Studies Assessments
EJ 096 961 (B.GEN.b)
CAPS Capsule: The National Assessment of Educational Progress, Concept and Organization, Vol. 3, No. 2.
ED 035 783 (B.GEN.c)
Needs Assessment.
ED 136 355 (B.GEN.c)

Annual Reports
National Assessment of Educational Progress. General Information Yearbook.
ED 102 235 (A.GEN.a)

Answer Keys
Scoring Guides and National Percentages of Response.
ED 145 200 (A.1.COD.(1).(b))

Applied Music
Music Technical Report: Exercise Volume. Music Report No. 03-MU-20.
ED 120 086 (A.1.MUS.(1).(b))
Music Technical Report: Summary Volume. Music Report No. 03-MU-21.
ED 114 348 (A.1.MUS.(1).(d))

Aptitude Tests
Achievement Test Scores in Mathematics and Science.
EJ 249 182 (B.GEN.b)
Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
EJ 219 576 (B.GEN.b)

Arithmetic
A Measurement of the Basic Consumer-Related Mathematical Competency of Urban Grade 12 Students. Report No. 78:20.
ED 163 026 (B.1.MATH.(1).(d))

Art
Art Technical Report: Summary Volume. Selected Results from the First National Assessment of Art.
ED 155 125 (A.1.ART.(1).(d))
Design and Drawing Skills. Selected Results from the First National Assessment of Art, June 1977.
ED 141 249 (A.1.ART.(1).(d))
Knowledge about Art. Selected Results from the First National Assessment of Art.
ED 151 270 (A.1.ART.(1).(d))
National Assessment and the Future of Art Education
EJ 130 364 (B.1.ART.(1).(d))
Sex Differences in Artistic Achievement: A National Study. No. 06-A-51.
ED 193 314 (A.1.ART.(1).(d))

Art Appreciation
Relating Art Experiences to Art Achievement: A Technical Paper.
ED 156 598 (A.1.ART.(1).(d))

Art Education
Art and Young Americans, 1974-79: Results from the Second National Art Assessment.
ED 212 538 (A.1.ART.(2).(d))
Attitudes toward Art. Selected Results from the First National Assessment of Art.
ED 166 122 (A.1.ART.(1).(d))
Knowledge about Art. Selected Results from the First National Assessment of Art.
ED 151 270 (A.1.ART.(1).(d))
National Assessment and the Future of Art Education
EJ 130 364 (B.1.ART.(1).(d))
National Assessment of Educational Progress: Art Objectives.
ED 051 255 (A.1.ART.(1).(b))
Procedural Handbook: 1978-79 Art Assessment.
ED 211 427 (A.1.ART.(2).(c))
Relating Art Experiences to Art Achievement: A Technical Paper.
ED 156 598 (A.1.ART.(1).(d))
The Second Assessment of Art, 1978-79. Released Exercise Set.
ED 186 331 (A.1.ART.(2).(b))
The Second Assessment of Art, 1978-79, Released Exercise Set, Supplement.
ED 214 828 (A.1.ART.(2).(b))
Systematic Judgment of Children's Drawings.
ED 127 240 (A.1.ART.(1).(c))
Towards a More Adequate Conception of Evaluation in the Arts
EJ 105 250 (B.GEN.c)

Art Expression
Design and Drawing Skills. Selected Results from the First National Assessment of Art, June 1977.
ED 141 249 (A.1.ART.(1).(d))

Art Teachers
Towards a More Adequate Conception of Evaluation in the Arts
EJ 105 250 (B.GEN.c)

Assessment
ECS Assessment Workshop for State Department Personnel. Final Report: Part I. Six-Month Evaluation. Final Report: Part II.
ED 070 140 (A.GEN.a)
National Assessment and Social Indicators, January 1973.
ED 082 290 (B.GEN.b)
Some Implications of the National Assessment Model and Data for State and Local Education.
ED 074 620 (B.GEN.a)

Assessment of Performance Unit
A Constructive Response to the APU.
EJ 220 456 (B.GEN.b)

Attitude Change
Attitudes toward Art. Selected Results from the First National Assessment of Art.
ED 166 122 (A.1.ART.(1).(d))
Changes in the Political Orientations of American Youth: 1969-1975.
EJ 205 735 (B.1.CIT.(2).(d))
Measurement in Education: National Assessment Says.
ED 051 298 (B.GEN.a)

Attitude Measures
Students' Affective Responses to Mathematics: Results and Implications from National Assessment.
EJ 232 917 (B.1.MATH.(2).(d))
A Survey of Reading Habits: Theme 4, Literature.
ED 078 366 (A.1.LIT.(1).(d))
What Research Says.
EJ 242 980 (B.1.SCI.(3).(d))

Attitudes
Attitudes Toward Science: A Summary of Results from the 1976-77 National Assessment of Science.
ED 177 017 (A.1.SCI.(3).(d))
Energy: Knowledge and Attitudes, A National Assessment of Energy Awareness Among Young Adults.
ED 166 017 (A.SPEC.e.(1).(d))
Measurement in Education: National Assessment Says.
ED 051 298 (B.GEN.a)
Minnesota Educational Assessment: Pilot Phase Results. Summary Report.
ED 089 464 (B.GEN.a)
National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Attitude Questions.
ED 127 200 (A.1.SCI.(2).(d))
Students' Affective Responses to Mathematics: Secondary School Results from National Assessment.
EJ 232 909 (B.1.MATH.(2).(d))

Attrition (Research Studies)
Assessment of Nonresponse Bias in Sample

Surveys: An Example from National Assessment
EJ 188 017 (B.GEN.a)

Audiences
Major Informational Needs of National Assessment Audiences and Ways to Enhance the Assessment's Utility in Meeting Those Needs.
ED 194 576 (A.GEN.a)

Australia
Literacy and Numeracy in Australian Schools
EJ 162 896 (B.GEN.b)

Background
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature.
ED 096 348 (B.GEN.a)
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature. Appendix.
ED 096 349 (B.GEN.a)

Balance
Balancing-Analysis of Variance by Another Name
EJ 150 831 (B.GEN.a)
The Essence of Balancing: Adjustment of Group Effects.
ED 104 936 (B.GEN.a)
An Evaluation of Some Methods Used in the National Assessment of Educational Progress. Final Report.
ED 131 119 (B.GEN.a)

Basic Life Skills
Basic Life Skills. Technical Report. Report No. 08-BLS-21.
ED 177 170 (A.SPEC.c.(1).(c))

Basic Skills
Achievement and the Three R's: A Synopsis of National Assessment Findings in Reading, Writing and Mathematics.
ED 223 658 (A.GEN.b)
An Assessment of Career Development: Basic Work Skills. Career and Occupational Development Report No. 05-COD-02.
ED 135 987 (A.1.COD.(1).(d))
Basic Life Skills: Results Manual. Package Nos. 12 through 17.
ED 167 602 (A.SPEC.c.(1).(d))
Basic Life Skills. Technical Report. Report No. 08-BLS-21.
ED 177 170 (A.SPEC.c.(1).(c))
Basic Mathematics Skills and Vocational Education. Information Series No. 199.
ED 186 608 (B.GEN.b)
Basic Skills in Composition: Measurement, Competency Testing, Instructional Technique.
ED 179 954 (B.GEN.b)
The Competency Challenge: What Schools Are Doing.
ED 162 417 (B.GEN.b)
Literacy and Numeracy in Australian Schools
EJ 162 896 (B.GEN.b)
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.
ED 176 964 (A.1.MATH.(2).(d))
A Measurement of the Basic Consumer-Related Mathematical Competency of Urban Grade 12 Students. Report No. 78:20.
ED 163 026 (B.1.MATH.(1).(d))
New Study Shows Further Declines in Writing Ability
EJ 162 089 (B.1.WRIT.(2).(d))
Notes and Quotes on Back to Basics. An ERIC/RCS Report
EJ 151 161 (B.GEN.c)
Putting It in Writing: Some Notes on the Teaching of Composition.
ED 124 946 (B.GEN.b)
Student Achievement in California Schools: 1978-79 Annual Report.
ED 190 653 (B.GEN.b)
Turning It Around in Education with Student Tutoring
EJ 163 375 (B.GEN.c)
Writing: National Results–Writing Mechanics.
ED 062 325 (A.1.WRIT.(1).(d))

Bay Area Writing Project
Topics for Assessing Writing through Writing Samples. Evaluation of the Bay Area Writing Project. Technical Report.
ED 191 059 (B.1.WRIT.(3).(b))

Behavior Patterns
Written Directions: Theme 3, Reading.
ED 083 572 (A.1.READ.(1).(d))

Behavior Standards
National Assessment of Educational Progress, Science Objectives for 1972-73 Assessment.
ED 072 976 (A.1.SCI.(2).(b))

Behavioral Objectives
Literature Objectives; Second Assessment.
ED 113 737 (A.1.LIT.(2).(b))
The National Assessment Approach to Objectives and Exercise Development.
ED 194 577 (A.GEN.a)
National Assessment of Educational Progress. Social Studies Objectives.
ED 049 111 (A.1.SOC.(1).(b))
Reading Objectives; Second Assessment.
ED 089 238 (A.1.READ.(2).(b))
The Reading-Writing-Thinking Connection.
ED 208 374 (B.1.LIT.(2).(d))

Bicentennial
Education for Citizenship: A Bicentennial Survey. User Manual for Replicating the Citizenship Survey.
ED 132 079 (A.1.CIT.(2).(c))

Bilingual Students
Students From Homes in Which English Is Not the Dominant Language: Who Are They and How Well Do They Read?
ED 224 296 (A.1.READ.(3).(d))

Biological Sciences
What Research Says to the Science Teacher, Volume 3. Science Education Information Report.
ED 205 367 (B.GEN.b)

Biology
Biology Education in Secondary Schools of the United States.
EJ 232 973 (B.GEN.b)

Black Community
National Assessment of Educational Progress. Changes in Science Achievement of Black Students.
ED 127 201 (A.1.SCI.(2).(d))
National Assessment of Educational Progress, Report 7, Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex.
ED 081 638 (A.1.SCI.(1).(d))
National Assessment of Educational Progress. 1969-1970 Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex, (National Assessment Report 7).
ED 067 220 (A.1.SCI.(1).(d))

Black Students
Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.
ED 215 034 (B.GEN.b)
Black Students' Performance in the National Assessments of Science and Mathematics.
ED 201 692 (A.GEN.b)

Blacks
One More Time: NAEP and Blacks
EJ 096 958 (B.1.CIT.(1).(d))
Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation.
ED 159 456 (B.1.COD.(1).(d))
Relationships Among Pupil Self Concept, Attitude Toward School, and Achievement on Selected Science Exercises From the National Assessment of Educational Progress.
ED 089 931 (B.1.SCI.(1).(d))

Books
Enjoying the Red Camelias of Children's Literature.
ED 169 559 (B.GEN.b)

Calculators
Calculators in Testing Situations: Results and Implications from National Assessment.
EJ 239 344 (B.1.MATH.(2).(d))

California Assessment Program
Assessing Mathematical Achievement.
ED 184 809 (B.GEN.b)
The Next Stage in Educational Assessment.
EJ 262 683 (B.GEN.b)
Student Achievement in California Schools: 1978-79 Annual Report.
ED 190 653 (B.GEN.b)

Career Awareness
Career and Occupational Development Items.
ED 145 201 (A.1.COD.(1).(b))
Career and Occupational Development Kit. Instruction Manual.
ED 145 199 (A.1.COD.(1).(c))
The Relationship Between Youth Employment Experience and Performance on an Assessment of Career and Occupational Items.
ED 219 388 (A.SPEC.i.(1).(d))
When I Grow Up, What Will I Be?
ED 145 202 (A.1.COD.(1).(d))

Career Development
Adult Work Skills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development.
ED 130 079 (A.1.COD.(1).(d))

Assessing Job Knowledge and Generally Useful Skills of Young Americans
EJ 163 841 (B.1.COD.(1).(d))
Career and Occupational Development Items.
ED 145 201 (A.1.COD.(1).(b))
Career and Occupational Development Kit. Instruction Manual.
ED 145 199 (A.1.COD.(1).(c))
Career and Occupational Development Technical Report: Summary Volume. Career and Occupational Development Report No. 05-COD-21.
ED 176 019 (A.1.COD.(1).(d))
Career Development Needs of Adults: How to Improve Career Development Programs.
ED 147 499 (B.1.COD.(1).(d))
Career Development Needs of Nine-Year Olds: How to Improve Career Development Programs.
ED 147 497 (B.1.COD.(1).(d))
Career Development Needs of Seventeen Year Olds: How to Improve Career Development Programs.
ED 147 555 (B.1.COD.(1).(d))
Career Development Needs of Thirteen-Year Olds: How to Improve Career Development Programs.
ED 147 498 (B.1.COD.(1).(d))
The Cross-Sectional Story of Early Career Development as Revealed by the National Assessment of Educational Progress. Revised.
ED 147 490 (B.1.COD.(1).(d))
Developing Parallel Career and Occupational Development Objectives and Exercise (Test) Items in Spanish for Assessment and Evaluation.
ED 182 320 (B.1.COD.(1).(b))
The First Assessment of Career and Occupational Development: Released Exercises (1973-74). No. 05-C02-25.
ED 192 079 (A.1.COD.(1).(b))
The First National Assessment of Career and Occupational Development: An Overview. Career and Occupational Development Report No. 05-COD-00.
ED 137 604 (A.1.COD.(1).(d))
National Assessment of Educational Progress. Career and Occupational Development Technical Report: Exercise Volume.
ED 141 582 (A.1.COD.(1).(b))
Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.
ED 143 829 (A.1.COD.(2).(b))
The Past is Pertinent
EJ 099 002 (B.1.COD.(1).(c))
The Relationship Between Youth Employment Experience and Performance on an Assessment of Career and Occupational Items.
ED 219 388 (A.SPEC.i.(1).(d))
School and the 17-Year-Old: A Comparison of Career Development Skills of 17-Year-Olds Attending School and Those Not Attending.
ED 155 328 (A.1.COD.(1).(d))
When I Grow Up, What Will I Be?
ED 145 202 (A.1.COD.(1).(d))

Career Education
Basic Mathematics Skills and Vocational Education. Information Series No. 199.
ED 186 608 (B.GEN.b)
The Cross-Sectional Story of Early Career Development as Revealed by the National Assessment of Educational Progress. Revised.
ED 147 490 (B.1.COD.(1).(d))
The First National Assessment of Career and Occupational Development: An Overview. Career and Occupational Development Report No. 05-COD-00.
ED 137 604 (A.1.COD.(1).(d))
National Assessment of Educational Progress. Objectives for Career and Occupational Development.
ED 059 119 (A.1.COD.(1).(b))
Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.
ED 143 829 (A.1.COD.(2).(b))

Career Planning
The First Assessment of Career and Occupational Development: Released Exercises (1973-74). No. 05-C02-25.
ED 192 079 (A.1.COD.(1).(b))

Change Agents
National Assessment of Educational Progress–A Diffusion Study
EJ 000 647 (B.GEN.c)

Change Strategies
Conference on the Teaching of History (North Texas State University, Denton, Texas).
ED 162 950 (B.GEN.b)
Keys to Research, Utilization and Adoption. A Study Conducted with a Grant from The Ford Foundation Focusing on Selected Aspects of Agriculture, Economics and Health.
ED 154 200 (A.GEN.a)

Chemistry
Editorially Speaking. 17-Year-Olds: What They Know and Can Do
EJ 178 284 (B.GEN.b)

Cheyenne Mountain School District CO
How Can Local School Districts Use NAEP Data.
ED 147 372 (B.GEN.a)

Child Care
The Shape of Education for 1971-72.
ED 053 086 (B.GEN.b)

Children
Assessing Job Knowledge and Generally Useful Skills of Young Americans
EJ 163 841 (B.1.COD.(1).(d))
National Assessment of Educational Progress. Career and Occupational Development Technical Report: Exercise Volume.
ED 141 582 (A.1.COD.(1).(b))
Recognizing Literary Works and Characters: Theme 3, Literature.
ED 078 425 (A.1.LIT.(1).(d))
Responding to Literature: Theme 2, Literature.
ED 077 020 (A.1.LIT.(1).(d))
When I Grow Up, What Will I Be?
ED 145 202 (A.1.COD.(1).(d))

Childrens Literature
Enjoying the Red Camelias of Children's Literature.
ED 169 559 (B.GEN.b)
Literature, Language, and Expression.
ED 124 909 (B.1.WRIT.(2).(d))

Citizen Participation
Democratic Values and Pre-Adult Virtues: Tolerance, Knowledge and Participation.
ED 179 470 (B.1.CIT.(2).(d))

Citizenship
An Analysis of a Selected Set of Exercises from the National Assessment of Educational Progress, Social Studies 1971-1972: Knowledge of Institutions–Task 3. Final Report.
ED 100 742 (B.GEN.b)
An Annotated Bibliography on Citizenship and Social Studies Assessments
EJ 096 961 (B.GEN.b)
Changes in Political Knowledge and Attitudes, 1969-76. Selected Results from the Second National Assessments of Citizenship and Social Studies.
ED 166 123 (A.1.CIT.(2).(d))
Citizenship and Social Studies Objectives: 1981-82 Assessment.
ED 186 330 (A.1.CIT.(3).(b))
Citizenship: An Overview, 1975-76. Selected Results from the Second Assessment of Citizenship. Report No. 07-C-00.
ED 162 957 (A.1.SOC.(2).(d))
Citizenship. A Statewide Assessment in Texas.
ED 170 347 (B.GEN.a)
Citizenship Objectives.
ED 033 871 (A.1.CIT.(1).(b))
Citizenship Results from National Assessment.
EJ 232 150 (B.1.CIT.(2).(d))
Citizenship/Social Studies Achievement: Trends over Time.
ED 153 906 (A.1.CIT.(2).(d))
Connecticut Assessment of Educational Progress: Citizenship/Social Studies, 1977-78. Summary and Interpretations.
ED 162 927 (B.GEN.b)
Connecticut Assessment of Educational Progress Citizenship/Social Studies 1977-78 Technical Report.
ED 173 185 (B.GEN.b)
Critique of NAEP Objectives: Citizenship and Social Studies [and] Critique of NAEP Procedures–Task 1. Final Report Parts 1 and 2.
ED 100 740 (B.GEN.b)
Dissemination–Task 5. [And] Social Studies Educators Rate the NAEP Social Studies Exercises–Task 6. Final Reports.
ED 100 746 (B.GEN.b)
Education for Citizenship: A Bicentennial Survey. Citizenship/Social Studies Report.
ED 135 705 (A.1.CIT.(2).(d))
Education for Citizenship: A Bicentennial Survey. Results Manual for Replicating the Citizenship Survey.
ED 171 609 (A.1.CIT.(2).(d))
Education for Citizenship: A Bicentennial Survey. User Manual for Replicating the Citizenship Survey.
ED 132 079 (A.1.CIT.(2).(c))
Evaluating Social Studies and Citizenship Education.
ED 100 744 (B.GEN.b)
The First Results
EJ 054 502 (A.GEN.b)
National Assessment and Social Studies Education: A Review of Assessments in Citizenship and Social Studies by the Na-

tional Council for the Social Studies.
ED 111 748 (A.1.SOC.(1).(d))
National Assessment Can Help the Social Studies Teacher
EJ 061 881 (B.1.SOC.(1).(c))
The National Assessment Model.
ED 088 749 (B.1.CIT.(1).(a))
The National Assessment of Citizenship: Implications for Social Studies Research.
ED 071 982 (B.1.CIT.(1).(c))
National Assessment of Educational Progress. Citizenship: Group Results B. Preliminary Report 9. 1969-70 Assessment. Parental Education, Color, Size and Type of Community.
ED 068 407 (A.1.CIT.(1).(d))
National Assessment of Educational Progress. Citizenship: National Results. Report 2.
ED 049 113 (A.1.CIT.(1).(d))
National Assessment of Educational Progress. Citizenship Objectives for 1974-75 Assessment.
ED 074 010 (A.1.CIT.(2).(b))
National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results–Partial. July, 1970.
ED 043 098 (A.1.CIT.(1).(d))
National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results–Partial. Observations and Commentary of a Panel of Reviewers.
ED 049 112 (A.1.CIT.(1).(d))
National Assessment of Educational Progress. 1969-70 Citizenship: Group Results for Sex, Region, and Size of Community. National Assessment Report 6.
ED 063 196 (A.1.CIT.(1).(d))
On the Need for Criterion Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship.
ED 100 745 (B.GEN.b)
Potential Uses of the National Assessment Model at the State and Local Levels.
ED 093 906 (B.1.CIT.(1).(d))
Potential Uses of the National Assessment Model at the State and Local Levels–Task 4. Final Report.
ED 100 743 (B.GEN.b)
A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies. National Assessment and Social Studies: The Setting.
ED 100 739 (B.GEN.b)
Summaries and Technical Documentation for Performance Changes in Citizenship and Social Studies Assessments, 1969-76.
ED 168 922 (A.1.CIT.(2).(d))
Validity of Social Studies and Citizenship Exercising–Task 2. Final Report.
ED 100 741 (B.GEN.b)

Citizenship Education
Citizenship and Social Studies Objectives: 1981-82 Assessment.
ED 186 330 (A.1.CIT.(3).(b))
Evaluating Social Studies and Citizenship Education.
ED 100 744 (B.GEN.b)

Citizenship Responsibility
Citizenship and Social Studies Objectives: 1981-82 Assessment.
ED 186 330 (A.1.CIT.(3).(b))
Citizenship Objectives.
ED 033 871 (A.1.CIT.(1).(b))
National Assessment of Educational Progress. Citizenship Objectives for 1974-75 Assessment.
ED 074 010 (A.1.CIT.(2).(b))

Civics
America's Uninformed Electorate
EJ 089 440 (A.1.SOC.(1).(d))
Education for Citizenship: A Bicentennial Survey. Citizenship/Social Studies Report.
ED 135 705 (A.1.CIT.(2).(d))
Objectives for Citizen Education
EJ 170 626 (B.1.CIT.(2).(b))
Some Implications of National Assessment Findings for Curriculum Development in the Social Studies.
ED 090 072 (B.1.SOC.(1).(d))

Classification
Black Students' Performance in the National Assessments of Science and Mathematics.
ED 201 692 (A.GEN.b)

Classroom Environment
Continuing Motivation in Science for Early and Late Adolescents.
EJ 255 849 (B.1.SCI.(3).(d))

Classroom Observation Techniques
A Constructive Response to the APU.
EJ 220 456 (B.GEN.b)

Classroom Techniques
Using National Assessment for Program Evaluation. Two Papers Presented to the National Council for the Social Studies.
ED 135 839 (A.GEN.a)

Cognitive Ability
Editorially Speaking. 17-Year-Olds: What They Know and Can Do
EJ 178 284 (B.GEN.b)
Making and Interpreting Graphs and Tables: Results and Implications from National Assessment.
EJ 237 426 (B.1.MATH.(2).(d))
Math and Sex: Are Girls Born with Less Ability?
EJ 237 494 (B.GEN.b)
Music 1971-79: Results From the Second National Music Assessment.
ED 210 226 (A.1.MUS.(2).(d))

Cognitive Development
Solving Verbal Problems: Results and Implications from National Assessment.
EJ 230 908 (B.1.MATH.(2).(d))

Cognitive Measurement
National Assessment Findings in Science 1969-70, What Do They Mean?
ED 091 169 (B.1.SCI.(1).(d))

Cognitive Objectives
Citizenship Objectives.
ED 033 871 (A.1.CIT.(1).(b))
Mathematics Objectives, 1981-82 Assessment.
ED 211 352 (A.1.MATH.(3).(b))
National Assessment of Educational Progress. Objectives for Career and Occupational Development.
ED 059 119 (A.1.COD.(1).(b))
Science Objectives.
ED 033 872 (A.1.SCI.(1).(b))
Science Objectives for the Third Assessment.
ED 179 402 (A.1.SCI.(3).(b))

Cognitive Processes
The Reading-Writing-Thinking Connection.
ED 208 374 (B.1.LIT.(2).(d))

Cohort Analysis
What Students Know and Can Do: Profiles of Three Age Groups.
ED 135 846 (A.GEN.b)

College Entrance Examinations
Achievement Test Scores in Mathematics and Science.
EJ 249 182 (B.GEN.b)
Declining Admissions Test Scores.
ED 120 245 (B.GEN.b)
The Test Score Decline: Meaning and Issues.
ED 138 643 (B.GEN.b)
Test Scores and Attainment Rates.
EJ 251 946 (B.SPEC.c.(1).(b))

College Graduates
Graduation: 1976.
ED 136 627 (B.GEN.c)

Communication (Thought Transfer)
National Assessment of Educational Progress. 1969-1970 Writing: National Results.
ED 051 245 (A.1.WRIT.(1).(d))

Communication Research
Developing Oral Communication Skills: Implications of Theory and Research for Instruction and Training.
ED 193 677 (A.GEN.b)

Communication Skills
Developing Oral Communication Skills: Implications of Theory and Research for Instruction and Training.
ED 193 677 (A.GEN.b)
Writing Objectives.
ED 033 870 (A.1.WRIT.(1).(b))

Community Attitudes
What Test Questions are Likely to Offend the General Public
EJ 040 104 (B.GEN.a)

Community Characteristics
A Statement of Fact: The Size and Type of a Community Bear Upon Educational Results. A Look at National Assessment Results in Eight Learning Areas in the Light of Community Influence: A Special Report to Urban School Districts.
ED 106 399 (A.GEN.c)

Community Colleges
A Current Assessment of How Community College Vocational Education Leadership Needs Are Met: Implications for the Future.
ED 200 261 (B.GEN.c)

Community Involvement
The Effects of the Rural School.
ED 201 460 (B.GEN.b)

Community Resources
The New Social History in the High School Classroom.
ED 168 932 (B.1.SOC.(1).(b))

Community Size
National Assessment of Educational Progress. 1969-1970 Writing: Group Results for Sex, Region, and Size of Community (Preliminary Report).
ED 051 246 (A.1.WRIT.(1).(d))

Comparative Analysis
Do Children Read Better Now Than 10 Years Ago?
ED 210 638 (B.1.READ.(3).(d))
The Essence of Balancing: Adjustment of Group Effects.
ED 104 936 (B.GEN.a)
Hispanic Student Achievement in Five Learning Areas: 1971-75. National Assessment of Educational Progress Report No. BR-2, May 1977.
ED 138 414 (A.GEN.b)
Male-Female Achievement in Eight Learning Areas: A Compilation of Selected Assessment Results.
ED 117 133 (A.GEN.c)
Multiple Choice Test Bias Uncovered by Use of an "I Don't Know" Alternative.
ED 121 824 (A.GEN.a)
Objectives for Citizen Education
EJ 170 626 (B.1.CIT.(2).(b))
Writing: National Results–Writing Mechanics.
ED 062 325 (A.1.WRIT.(1).(d))

Comparative Education
Literacy and Numeracy in Australian Schools
EJ 162 896 (B.GEN.b)
Objectives for Citizen Education
EJ 170 626 (B.1.CIT.(2).(b))

Comparative Testing
An Analysis of the Results of the Florida Educational Assessment Using the NAEP Model. Reading and Mathematics, 1974-75.
ED 137 412 (B.GEN.a)
The Menomonee Falls, Wisconsin Experience.
ED 137 410 (B.1.READ.(2).(c))
Relationships Among Measures of Writing Skill.
ED 224 812 (B.GEN.a)
Student Writing, 1980: A Description of the Writing Abilities of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.
ED 198 155 (B.GEN.a)
Writing Mechanics, 1979. A Description of the Writing Abilities Assessment of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.
ED 190 672 (A.1.WRIT.(3).(b))

Compensatory Education
A Design to Study the Effectiveness of Well-Implemented Individualized Instruction in Compensatory Reading and Mathematics Programs. Final Report.
ED 117 215 (B.GEN.b)
USOE's Title I Evaluation Model and Technical Assistance Efforts: A Symposium Presented at the 1977 Annual Meeting of A-E-R-A.
ED 152 823 (B.GEN.c)

Competency Based Education
The Competency Challenge: What Schools Are Doing.
ED 162 417 (B.GEN.b)
The Competency Movement: Problems and Solutions. AASA Critical Issues Report.
ED 150 677 (B.GEN.b)
SLATE (Support for Learning and Teaching of English). Volume 2.
ED 146 629 (B.GEN.b)

Computation
Computational Competencies of Prospective Elementary Mathematics Teachers
EJ 174 237 (B.1.MATH.(1).(d))

Computer Oriented Programs
The Current Status of Computer Literacy: NAEP Results for Secondary Students.
EJ 237 482 (B.1.MATH.(2).(d))
Data Base Management Needs of National Assessment and Ways to Meet Those Needs.
ED 196 430 (A.GEN.a)

Conference Reports
The Annual Conference on Large-Scale Assessment: Formal Papers and Selected Bibliography (Sixth, Boulder, Colorado, June 14-17, 1976).
ED 135 838 (A.GEN.a)
Minimal Competency Measurement Conference: Summary Report.
ED 127 376 (A.GEN.a)
The Use, Misuse, and Abuse of Tests.
ED 051 281 (B.GEN.b)

Conferences
Proceedings of the 1970 Invitational Conference on Testing Problems.
ED 052 264 (B.GEN.c)

Connecticut
Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.
ED 177 329 (B.SPEC.c.(1).(b))

Connecticut Assessment of Educational Progress
Connecticut Assessment of Educational Progress: Mathematics, 1979-80. Summary and Interpretations Report.
ED 205 608 (B.GEN.b)

Consumer Economics
National Assessment's Consumer Skills Assessments.
ED 155 116 (A.SPEC.d.(1).(c))
Teenage Consumers: A Profile. Results of the 1978 National Assessment of Consumer Skills and Attitudes.
ED 174 801 (A.SPEC.d.(1).(d))

Consumer Education
Consumer Math: Just How Knowledgeable Are U.S. Young Adults?
EJ 148 046 (B.1.MATH.(1).(d))
Consumer Math: Selected Results from the First National Assessment of Mathematics.
ED 111 696 (A.1.MATH.(1).(d))
Consumer Skills Items. A Collection of Consumer Skills Items for State and Local Education Agencies to Draw upon in Custom-Building Their Own Consumer Skills Instruments.
ED 163 182 (A.SPEC.d.(1).(b))
Consumer Skills: Results Manual.
ED 197 137 (A.SPEC.d.(1).(d))
Guide to an Assessment of Consumer Skills.
ED 163 181 (A.SPEC.d.(1).(c))
Keeping Up
EJ 142 267 (B.GEN.c)
A Measurement of the Basic Consumer-Related Mathematical Competency of Urban Grade 12 Students. Report No. 78:20.
ED 163 026 (B.1.MATH.(1).(d))

Content Analysis
Reexamination of Multiple-Choice Testing
EJ 023 713 (B.GEN.a)

Content Area Reading
Gleaning Significant Facts from Passages: Theme 5, Reading.
ED 078 360 (A.1.READ.(1).(d))

Cooperative Planning
USOE's Title I Evaluation Model and Technical Assistance Efforts: A Symposium Presented at the 1977 Annual Meeting of A-E-R-A.
ED 152 823 (B.GEN.c)

Corporal Punishment
Keeping Up
EJ 142 267 (B.GEN.c)

Correlation
Jackknifing Disattenuated Correlations: National Assessment of Educational Progress.
ED 064 393 (B.GEN.a)

Counseling Services
CAPS Capsule: The National Assessment of Educational Progress, Concept and Organization, Vol. 3, No. 2.
ED 035 783 (B.GEN.c)

Course Content
Which History Is Most Important? Views from Secondary History Teachers.
ED 159 128 (B.GEN.b)

Creative Expression
Literature, Language, and Expression.
ED 124 909 (B.1.WRIT.(2).(d))

Criterion Referenced Tests
Application of NAEP Writing Assessment Procedures in Montgomery County, Maryland. Summary.
ED 074 079 (B.1.WRIT.(1).(c))
Application of the National Assessment of Educational Progress Philosophy in San Bernardino City Unified School District.
ED 078 091 (B.GEN.a)
Criterion-Referenced Testing for the Social Studies. Bulletin 64.
ED 196 784 (B.GEN.b)
Evaluating Performance on National Assessment Objectives: Norm-Referenced and Criterion-Referenced Interpretations
EJ 108 228 (B.GEN.a)
The First Assessment of Reading, 1970-71 Assessment. Released Exercise Set. No. 02-R-25.
ED 191 017 (A.1.READ.(1).(b))
Functional Literacy: Basic Reading Performance. An Assessment of In-School 17-Year-Olds in 1974. Technical Summary.
ED 112 350 (A.SPEC.f.(1).(d))
How to Use the Findings from National Assessment
EJ 101 994 (B.GEN.b)
A Humanistic Approach to Criterion Referenced Testing.
ED 081 842 (A.GEN.a)
Issues and Procedures in the Development of Criterion Referenced Tests.
ED 083 284 (B.GEN.a)
Measures of Scorer Agreement and Patterns of Disagreement.
ED 193 307 (A.GEN.a)
The 3rd National Assessment of Reading and Literature Versus Norm- and Criterion-Referenced Testing.

ED 159 599 (B.1.READ.(3).(c))

Critical Reading

Critical Reading: Theme 8, Reading.
ED 078 387 (A.1.READ.(1).(d))

ERIC/RCS: Developing Critical Reading and Thinking Skills.
EJ 261 390 (B.GEN.b)

Gleaning Significant Facts from Passages: Theme 5, Reading.
ED 078 360 (A.1.READ.(1).(d))

A Look at Reading Achievement in the United States: The Latest Data.
EJ 261 383 (B.1.READ.(3).(d))

Reading, Thinking and Writing: Results from the 1979-80 National Assessment of Reading and Literature.
ED 209 641 (A.1.LIT.(2).(d))

Reading, Thinking, Writing . . . and Teaching.
EJ 261 359 (B.GEN.b)

Critical Thinking

ERIC/RCS: Developing Critical Reading and Thinking Skills.
EJ 261 390 (B.GEN.b)

Reading, Thinking and Writing: Results from the 1979-80 National Assessment of Reading and Literature.
ED 209 641 (A.1.LIT.(2).(d))

Reading, Thinking, Writing . . . and Teaching.
EJ 261 359 (B.GEN.b)

Social Studies Strands Goals and End-of-Twelfth-Grade Objectives.
ED 142 494 (B.1.SOC.(2).(b))

Cultural Awareness

'Dough'-re-mi Can Put Students on Key in Other Subjects
EJ 112 495 (B.1.MUS.(1).(d))

Cultural Influences

Integration and Science Achievement
EJ 136 727 (B.1.SCI.(2).(d))

POWER and the National Assessment of Educational Progress
EJ 124 185 (B.GEN.b)

Curriculum

Basic Concepts of Probability–What Do People Know?
EJ 195 195 (B.1.MATH.(2).(d))

Notes from National Assessment: Basic Concepts of Area and Volume
EJ 126 756 (B.1.MATH.(1).(d))

Notes from National Assessment: Perimeter and Area
EJ 128 372 (B.1.MATH.(1).(d))

Overview and Analysis of School Mathematics, Grades K-12.
ED 115 512 (B.1.MATH.(1).(d))

Papers on Educational Reform, Volume IV.
ED 093 778 (B.GEN.c)

Selected Results from the National Assessments of Science: Scientific Principles and Procedures.
ED 111 693 (A.1.SCI.(2).(d))

Curriculum Design

A Plan for a Mathematics Curriculum with a Focus on Problem Solving for Elementary Grades K-5.
ED 210 180 (B.GEN.b)

Curriculum Development

Application of the National Assessment of Educational Progress Philosophy in San Bernardino City Unified School District.
ED 078 091 (B.GEN.a)

Folk Mathematics.
EJ 241 193 (B.1.MATH.(2).(d))

The Marrow of Achievement Test Score Declines
EJ 139 741 (B.GEN.b)

Some Implications of National Assessment Findings for Curriculum Development in the Social Studies.
ED 090 072 (B.1.SOC.(1).(d))

Towards a More Adequate Conception of Evaluation in the Arts
EJ 105 250 (B.GEN.c)

What We Are Learning from the National Assessment
EJ 040 662 (B.GEN.c)

Curriculum Evaluation

Assessing Science Education at the Eighth Grade Level in Selected Public Secondary Schools in North Mississippi.
ED 118 351 (B.1.SCI.(1).(c))

Physics Teaching and the National Assessment of Educational Progress
EJ 029 773 (B.1.SCI.(1).(d))

Potential Uses of the National Assessment Model at the State and Local Levels–Task 4. Final Report.
ED 100 743 (B.GEN.b)

Using National Assessment for Program Evaluation. Two Papers Presented to the National Council for the Social Studies.
ED 135 839 (A.GEN.a)

Daily Living Skills

Adult Work Skills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development.
ED 130 079 (A.1.COD.(1).(d))

Guide for an Assessment of Basic Life Skills.
ED 139 819 (A.SPEC.c.(1).(b))

Data Analysis

Assessing National Levels of Achievement in a Systematic Manner
EJ 123 613 (B.GEN.b)

Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature.
ED 096 348 (B.GEN.a)

Data Base Management Needs of National Assessment and Ways to Meet Those Needs.
ED 196 430 (A.GEN.a)

Issues in the Analysis and Analysis of Change of National Assessment Data.
ED 194 605 (A.GEN.a)

Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.
ED 199 299 (B.GEN.a)

NAEP–Should We Kill the Messenger Who Brings Bad News?
EJ 158 670 (B.1.READ.(2).(d))

The National Assessment: A Critical Review and a New Direction
EJ 154 431 (B.GEN.c)

National Assessment–A Tool for Accountability.
ED 131 345 (B.GEN.c)

National Assessment: Where Is It Now?
EJ 048 716 (B.GEN.b)

Reading Scores of American Nine Year Olds: NAEP's Tests
EJ 158 671 (B.1.READ.(2).(d))

Research Issues Arising from the National Assessment of Educational Progress.
ED 052 244 (B.GEN.a)

Results from the First Mathematics Assessment of the National Assessment of Educational Progress.
ED 156 443 (B.1.MATH.(1).(d))

Social Studies Skills and National Assessment.
ED 141 237 (B.1.SOC.(1).(b))

Data Collection

Access to Schools and Nonstudents.
ED 194 601 (A.GEN.a)

Assessing National Levels of Achievement in a Systematic Manner
EJ 123 613 (B.GEN.b)

Assessment of Nonresponse Bias in Sample Surveys: An Example from National Assessment
EJ 188 017 (B.GEN.a)

Focusing On The States
EJ 090 448 (B.GEN.c)

In-School Field Operations and Data Collection Activities, Year 11. Final Report.
ED 206 695 (A.GEN.a)

In-School Quality Check Activities. Final Report of Year 11.
ED 206 694 (A.GEN.a)

The National Assessment Model.
ED 088 749 (B.1.CIT.(1).(a))

National Assessment of Educational Progress DS [District Supervisor] Training Manual, Year 11.
ED 206 668 (A.1.READ.(3).(c))

National Assessment of Educational Progress. 1969-1970 Writing: National Results.
ED 051 245 (A.1.WRIT.(1).(d))

Procedural Handbook: 1977-78 Mathematics Assessment.
ED 186 280 (A.1.MATH.(2).(c))

What Is National Assessment?
ED 067 394 (A.GEN.c)

Data Files

National Assessment's Public-Use Data Tapes.
ED 202 867 (A.GEN.a)

Data Interpretation

Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.
ED 199 299 (B.GEN.a)

Databases

Exploring National Assessment Data through Secondary Analysis.
ED 223 679 (A.GEN.b)

Decimal Fractions

Decimals: Results and Implications from National Assessment.
EJ 243 023 (B.1.MATH.(2).(d))

Decision Making

The First Assessment of Career and Occupational Development: Released Exercises (1973-74). No. 05-C02-25.
ED 192 079 (A.1.COD.(1).(b))

How to Use the Findings from National Assessment
EJ 101 994 (B.GEN.b)

Degrees (Academic)

Graduation: 1976.
ED 136 627 (B.GEN.c)

Democratic Values
Democratic Values and Pre-Adult Virtues: Tolerance, Knowledge and Participation.
ED 179 470 (B.1.CIT.(2).(d))

Demography
Adult Work Skills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development.
ED 130 079 (A.1.COD.(1).(d))

Dependent Schools
Writing Mechanics, 1979. A Description of the Writing Abilities Assessment of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.
ED 190 672 (A.1.WRIT.(3).(b))

Dependents Schools
Student Writing, 1980: A Description of the Writing Abilities of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.
ED 198 155 (B.GEN.a)

Difficulty Level
The Effect of Position and Format on the Difficulty of Assessment Exercises.
ED 124 589 (A.GEN.a)

Disadvantaged Youth
Has Title I Improved Education for Disadvantaged Students? Evidence from Three National Assessments of Reading.
ED 201 995 (A.1.READ.(3).(d))

Discussion (Teaching Technique)
ERIC/RCS: Developing Critical Reading and Thinking Skills.
EJ 261 390 (B.GEN.b)

Division
Computational Skill in Division: Results and Implications from National Assessment.
EJ 242 908 (B.1.MATH.(2).(d))

Domain Referenced Tests
The 3rd National Assessment of Reading and Literature Versus Norm- and Criterion-Referenced Testing.
ED 159 599 (B.1.READ.(3).(c))

Dropout Characteristics
School and the 17-Year-Old: A Comparison of Career Development Skills of 17-Year-Olds Attending School and Those Not Attending.
ED 155 328 (A.1.COD.(1).(d))

Dropout Rate
Recent Trends in Achievement Levels of Black and White Youth.
EJ 262 707 (B.GEN.b)

Dropouts
An Assessment of Career Development: Basic Work Skills. Career and Occupational Development Report No. 05-COD-02.
ED 135 987 (A.1.COD.(1).(d))

Economic Development
Educational Indicators of Development. Education and Socioeconomic Development, Monograph III.
ED 199 283 (B.GEN.b)

Economics Education
The Renaissance in Economic Education. Research/Ideas/Practice.
ED 211 432 (B.GEN.b)

Editorials
Editorially Speaking. 17-Year-Olds: What They Know and Can Do
EJ 178 284 (B.GEN.b)

Education
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature. Appendix.
ED 096 349 (B.GEN.a)

Education Commission of the States CO
Focusing On The States
EJ 090 448 (B.GEN.c)

Education Work Relationship
Basic Mathematics Skills and Vocational Education. Information Series No. 199.
ED 186 608 (B.GEN.b)

Educational Assessment
Access to Schools and Nonstudents.
ED 194 601 (A.GEN.a)
Achievement and the Three R's: A Synopsis of National Assessment Findings in Reading, Writing and Mathematics.
ED 223 658 (A.GEN.b)
Adult Readers: Will They Need Basics Too?
ED 182 690 (A.SPEC.a.(1).(d))
America's Uninformed Electorate
EJ 089 440 (A.1.SOC.(1).(d))
An Analysis of a Selected Set of Exercises from the National Assessment of Educational Progress, Social Studies 1971-1972: Knowledge of Institutions–Task 3. Final Report.
ED 100 742 (B.GEN.b)
An Analysis of the Results of the Florida Educational Assessment Using the NAEP Model. Reading and Mathematics, 1974-75.
ED 137 412 (B.GEN.a)
The Annual Conference on Large-Scale Assessment: Formal Papers and Selected Bibliography (Sixth, Boulder, Colorado, June 14-17, 1976).
ED 135 838 (A.GEN.a)
Application of the National Assessment Model to State and Local Assessment Needs
EJ 099 390 (B.GEN.a)
Art and Young Americans, 1974-79: Results from the Second National Art Assessment.
ED 212 538 (A.1.ART.(2).(d))
Art Technical Report: Summary Volume. Selected Results from the First National Assessment of Art.
ED 155 125 (A.1.ART.(1).(d))
Assessing Educational Attainments
EJ 139 744 (B.GEN.b)
Assessing Job Knowledge and Generally Useful Skills of Young Americans
EJ 163 841 (B.1.COD.(1).(d))
Assessing Mathematical Achievement.
ED 184 809 (B.GEN.b)
Assessing Speaking Skills: Issues of Feasibility, Reliability, Validity and Bias.
ED 197 413 (A.GEN.a)
Assessment Measures Music Learning.
EJ 262 472 (B.1.MUS.(2).(d))
An Assessment of Attitudes Toward Music. National Assessment of Educational Progress.
ED 099 270 (A.1.MUS.(1).(d))
An Assessment of Career Development: Basic Work Skills. Career and Occupational Development Report No. 05-COD-02.
ED 135 987 (A.1.COD.(1).(d))
Attitudes toward Art. Selected Results from the First National Assessment of Art.
ED 166 122 (A.1.ART.(1).(d))
Basic Life Skills: Results Manual. Package Nos. 12 through 17.
ED 167 602 (A.SPEC.c.(1).(d))
Bias: Psychometric and Social Implications for the National Assessment of Educational Progress.
ED 194 571 (A.GEN.a)
Bloomington Writing Assessment 1977; A Report to Students, Public and Teaching Staff.
ED 155 693 (B.GEN.b)
Bloomington Writing Assessment 1977; Student Exercise, Teacher Directions, Scoring.
ED 155 692 (B.GEN.b)
Calculators in Testing Situations: Results and Implications from National Assessment.
EJ 239 344 (B.1.MATH.(2).(d))
Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics.
ED 177 011 (A.1.MATH.(2).(d))
Changes in Political Knowledge and Attitudes, 1969-76. Selected Results from the Second National Assessments of Citizenship and Social Studies.
ED 166 123 (A.1.CIT.(2).(d))
Changes in Social Studies Performance, 1972-76. Selected Results from the Second Assessment of Social Studies.
ED 161 791 (A.1.SOC.(2).(d))
Citizenship: An Overview, 1975-76. Selected Results from the Second Assessment of Citizenship. Report No. 07-C-00.
ED 162 957 (A.1.SOC.(2).(d))
Citizenship. A Statewide Assessment in Texas.
ED 170 347 (B.GEN.a)
Citizenship Results from National Assessment.
EJ 232 150 (B.1.CIT.(2).(d))
Citizenship/Social Studies Achievement: Trends over Time.
ED 153 906 (A.1.CIT.(2).(d))
Connecticut Assessment of Educational Progress: Citizenship/Social Studies, 1977-78. Summary and Interpretations.
ED 162 927 (B.GEN.b)
Connecticut Assessment of Educational Progress: Mathematics, 1979-80. Summary and Interpretations Report.
ED 205 608 (B.GEN.b)
A Constructive Response to the APU.
EJ 220 456 (B.GEN.b)
Consumer Math: Just How Knowledgeable Are U.S. Young Adults?
EJ 148 046 (B.1.MATH.(1).(d))
Consumer Skills Items. A Collection of Consumer Skills Items for State and Local Education Agencies to Draw upon in Custom-Building Their Own Consumer Skills Instruments.
ED 163 182 (A.SPEC.d.(1).(b))
Contemporary Social Issues. National Assessment of Educational Progress: Social Studies. Report No. 03-SS-02.
ED 097 271 (A.1.SOC.(1).(d))
Contributions of the National Assessment

to Understanding the Problems of Literacy and Equity.
ED 192 294 (A.GEN.a)
Criterion-Referenced Testing for the Social Studies. Bulletin 64.
ED 196 784 (B.GEN.b)
Critique of NAEP Objectives: Citizenship and Social Studies [and] Critique of NAEP Procedures–Task 1. Final Report Parts 1 and 2.
ED 100 740 (B.GEN.b)
Design and Drawing Skills. Selected Results from the First National Assessment of Art, June 1977.
ED 141 249 (A.1.ART.(1).(d))
Differential Changes in Levels of Achievement for Students in Three Age Groups.
EJ 202 273 (B.GEN.b)
Dissemination–Task 5. [And] Social Studies Educators Rate the NAEP Social Studies Exercises–Task 6. Final Reports.
ED 100 746 (B.GEN.b)
Do Children Read Better Now Than 10 Years Ago?
ED 210 638 (B.1.READ.(3).(d))
DoDDS Language Arts Assessment Results, 1977-78.
ED 184 133 (B.GEN.a)
Educational Achievement and Sex Discrimination.
ED 115 701 (A.GEN.c)
Educational Outcomes of Social Studies Programs in Rural Schools.
ED 171 461 (B.1.SOC.(1).(d))
Education for Citizenship: A Bicentennial Survey. Citizenship/Social Studies Report.
ED 135 705 (A.1.CIT.(2).(d))
Education for Citizenship: A Bicentennial Survey. Results Manual for Replicating the Citizenship Survey.
ED 171 609 (A.1.CIT.(2).(d))
Education for Citizenship: A Bicentennial Survey. User Manual for Replicating the Citizenship Survey.
ED 132 079 (A.1.CIT.(2).(c))
Educators Assess Public Knowledge of Science
EJ 155 884 (B.1.SCI.(3).(a))
Educators Look at Reading Results; Summary of Findings and Preliminary Interpretation by the Richfield Reading Data Analysis Committee.
ED 128 363 (B.GEN.a)
Evaluating Social Studies and Citizenship Education.
ED 100 744 (B.GEN.b)
Exercise Administrator Administrative Instructions for Age Classes 1, 2 & 3. Year 11, October 1979-May 1980.
ED 206 669 (A.1.READ.(3).(c))
Explanatory and Persuasive Letter Writing: Selected Results from the Second National Assessment of Writing.
ED 135 006 (A.1.WRIT.(2).(d))
Exploring National Assessment Data through Secondary Analysis.
ED 223 679 (A.GEN.b)
Exploring National Assessment Data Using Singular Value Decomposition.
ED 107 720 (A.GEN.a)
The First Music Assessment: An Overview. National Assessment of Educational Progress Report No. 03-MU-00.
ED 097 275 (A.1.MUS.(1).(d))
The First National Assessment of Career and Occupational Development: An Overview. Career and Occupational Development Report No. 05-COD-00.
ED 137 604 (A.1.COD.(1).(d))
The First Social Studies Assessment: An Overview. National Assessment of Educational Progress. Report No. 03-SS-00.
ED 095 060 (A.1.SOC.(1).(d))
A Geometry Lesson from National Assessment.
EJ 239 318 (B.1.MATH.(2).(d))
The Good News in Reading
EJ 156 580 (B.1.READ.(2).(d))
GPO: Send Me The Primary Effects of Common Instruction! Professional Paper 34.
ED 129 908 (B.GEN.c)
Guide to an Assessment of Consumer Skills.
ED 163 181 (A.SPEC.d.(1).(c))
Has Title I Improved Education for Disadvantaged Students? Evidence from Three National Assessments of Reading.
ED 201 995 (A.1.READ.(3).(d))
High School Students Lag in Science
EJ 185 917 (B.1.SCI.(3).(d))
How Have You Used National Assessment Materials? . . . Responses from Six Educators.
ED 222 550 (A.GEN.b)
How Much Are Our Young People Learning? The Story of the National Assessment. Fastback 68.
ED 123 244 (B.GEN.b)
Improving Policy Development.
EJ 251 728 (B.GEN.b)
Iowa Assessment Report in Mathematics, 1975-76 School Year.
ED 125 894 (B.GEN.a)
Issues in the Analysis and Analysis of Change of National Assessment Data.
ED 194 605 (A.GEN.a)
Knowledge about Art. Selected Results from the First National Assessment of Art.
ED 151 270 (A.1.ART.(1).(d))
Major Informational Needs of National Assessment Audiences and Ways to Enhance the Assessment's Utility in Meeting Those Needs.
ED 194 576 (A.GEN.a)
Male-Female Achievement in Eight Learning Areas: A Compilation of Selected Assessment Results.
ED 117 133 (A.GEN.c)
Mathematical Applications: Selected Results from the Second Assessment of Mathematics.
ED 176 965 (A.1.MATH.(2).(d))
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.
ED 176 964 (A.1.MATH.(2).(d))
Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.
ED 182 174 (A.1.MATH.(2).(d))
Mathematics in North Dakota. Summary of Performance for Eleventh Grade Mathematics Assessment, Spring, 1978.
ED 189 185 (B.GEN.b)
Mathematics in North Dakota. Summary of Performance for Fourth and Eighth Grade Mathematics Assessment, Spring, 1979.
ED 189 186 (B.GEN.b)
Mathematics Objectives: Second Assessment.
ED 156 439 (A.1.MATH.(2).(b))
Mathematics Objectives, 1981-82 Assessment.
ED 211 352 (A.1.MATH.(3).(b))
Mathematics Technical Report: Exercise Volume. National Assessment of Educational Progress. Report No. 04-MA-20.
ED 138 468 (A.1.MATH.(1).(b))
Mathematics Technical Report: Summary Volume.
ED 186 279 (A.1.MATH.(2).(d))
Mathematics Technical Report: Summary Volume. National Assessment of Educational Progress.
ED 129 636 (A.1.MATH.(1).(d))
Measures of Scorer Agreement and Patterns of Disagreement.
ED 193 307 (A.GEN.a)
Measuring Educational Progress: A Study of the National Assessment.
ED 140 228 (B.GEN.b)
Measuring Educational Quality: Harold G. Shane Interviews Willard Wirtz on the National Assessment of Educational Progress.
EJ 255 106 (B.GEN.b)
Measuring the Quality of Education: A Report on Assessing Educational Progress.
ED 213 769 (B.GEN.b)
Minnesota Educational Assessment: A Comprehensive Planning Study.
ED 084 657 (B.GEN.a)
Minnesota Educational Assessment: Pilot Phase Results. Summary Report.
ED 089 464 (B.GEN.a)
Music Objectives: Second Assessment.
ED 183 434 (A.1.MUS.(2).(b))
Music Technical Report: Exercise Volume. Music Report No. 03-MU-20.
ED 120 086 (A.1.MUS.(1).(b))
Music Technical Report: Summary Volume. Music Report No. 03-MU-21.
ED 114 348 (A.1.MUS.(1).(d))
Music 1971-79: Results From the Second National Music Assessment.
ED 210 226 (A.1.MUS.(2).(d))
NAEP: One "Tool" to Improve Instruction
EJ 153 537 (B.GEN.b)
NAEP Procedures and Small-Scale Assessment: Applications to Some Local Problems
EJ 096 959 (B.GEN.a)
NAEP, Race, Sex and Political Attitudes.
ED 211 395 (B.1.SOC.(1).(d))
NAEP Reading Assessment.
EJ 227 755 (B.1.READ.(3).(d))
NAEP's Implicit Assumptions
EJ 167 859 (B.GEN.b)
National Assessment Achievements: Findings, Interpretations and Uses. Report No. 48.
ED 097 348 (A.GEN.b)
The National Assessment: A Critical Review and a New Direction
EJ 154 431 (B.GEN.c)
National Assessment: A Model for State and Local Competency Mandates?
EJ 209 442 (B.GEN.b)
National Assessment and Social Indicators,

January 1973.
ED 082 290 (B.GEN.b)

National Assessment and Social Studies Education: A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies.
ED 111 748 (A.1.SOC.(1).(d))

National Assessment and the Teaching of English; Results of the First National Assessment of Educational Progress in Writing, Reading, and Literature–Implications for Teaching and Measurement in the English Language Arts.
ED 112 427 (B.GEN.b)

The National Assessment Approach to Objectives and Exercise Development.
ED 194 577 (A.GEN.a)

The National Assessment Approach to Sampling.
ED 099 416 (A.GEN.a)

National Assessment Approach to Sampling Error Estimation. Sampling Error Monograph.
ED 206 671 (A.GEN.a)

National Assessment–A Tool for Accountability.
ED 131 345 (B.GEN.c)

National Assessment: Backgrounds and Projections–1975.
ED 108 211 (B.GEN.b)

National Assessment, Changes in Science Results
EJ 168 495 (B.1.SCI.(3).(d))

National Assessment Findings and Educational Policy Questions.
ED 224 839 (A.GEN.b)

The National Assessment Model.
ED 088 749 (B.1.CIT.(1).(a))

The National Assessment of Educational Progress.
EJ 210 292 (B.GEN.c)

National Assessment of Educational Progress. Career and Occupational Development Technical Report: Exercise Volume.
ED 141 5[illegible]2 (A.1.COD.(1).(b))

National Assessment of Educational Progress. Changes in Science Achievement of Black Students.
ED 127 201 (A.1.SCI.(2).(d))

National Assessment of Educational Progress. Changes in Science Performance, 1969-1973: Exercise Volume.
ED 127 199 (A.1.SCI.(2).(b))

National Assessment of Educational Progress. Changes in Science Performance, 1969-73: Exercise Volume. Appendix - Volume II.
ED 139 666 (A.1.SCI.(2).(d))

The National Assessment of Educational Progress, Foreign Language Education, and the Future.
ED 197 607 (B.GEN.c)

National Assessment of Educational Progress. Highlights and Trends from National Assessment: Changes in Science Achievement, 1969-1973.
ED 127 202 (A.1.SCI.(2).(d))

National Assessment of Educational Progress in the United States
EJ 153 122 (B.GEN.c)

The National Assessment of Educational Progress: Its Results Need to be Made More Useful. Report to the Congress by the Comptroller General of the United States.
ED 129 897 (B.GEN.b)

National Assessment of Educational Progress Newsletter. Volume 6, Number 9.
ED 085 332 (A.1.SOC.(1).(d))

National Assessment of Educational Progress, Released Science Exercises, 1972-73.
ED 193 040 (A.1.SCI.(2).(b))

National Assessment of Educational Progress. Science Technical Report: Summary Volume.
ED 141 135 (A.1.SCI.(2).(d))

National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Attitude Questions.
ED 127 200 (A.1.SCI.(2).(d))

National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Energy Questions.
ED 127 203 (A.1.SCI.(2).(d))

National Assessment of Educational Progress. The First National Assessment of Mathematics: An Overview.
ED 127 198 (A.1.MATH.(1).(d))

National Assessment: One Tool in the Education Toolbox
EJ 149 672 (B.GEN.b)

National Assessment: Policy Decision Information.
ED 189 731 (A.GEN.c)

National Assessment's Consumer Skills Assessments.
ED 155 116 (A.SPEC.d.(1).(c))

National Assessments of Science, 1969 and 1973: A Capsule Description of Changes in Science Achievement. National Assessment of Educational Progress.
ED 104 723 (A.1.SCI.(2).(d))

The Next Stage in Educational Assessment.
EJ 262 683 (B.GEN.b)

No-Show Analysis. Final Report.
ED 206 672 (A.1.SCI.(2).(c))

Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.
ED 143 829 (A.1.COD.(2).(b))

One More Time: NAEP and Blacks
EJ 096 958 (B.1.CIT.(1).(d))

On the Need for Criterion Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship.
ED 100 745 (B.GEN.b)

Oversight Hearing on Mathematics Achievement. Hearing Before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session (Washington, DC, October 23, 1979).
ED 182 190 (B.GEN.b)

Papers on Educational Reform, Volume IV.
ED 093 778 (B.GEN.c)

Paul Olson Replies
EJ 124 187 (B.GEN.b)

Performance of Hispanic Students in Two National Assessments of Reading.
ED 217 397 (A.1.READ.(3).(d))

A Perspective on the First Music Assessment. National Assessment of Education Progress Report No. 03-MU-02.
ED 097 276 (A.1.MUS.(1).(d))

Perspectives on the National Assessment of Educational Progress
EJ 169 498 (B.GEN.c)

Political Knowledge and Attitudes, 1971-1972. A Special Social Studies Report from the National Assessment of Educational Progress.
ED 091 300 (A.1.SOC.(1).(d).)

Potential Uses of the National Assessment Model at the State and Local Levels.
ED 093 906 (B.1.CIT.(1).(d))

Potential Uses of the National Assessment Model at the State and Local Levels–Task 4. Final Report.
ED 100 743 (B.GEN.b)

Procedural Handbook: 1977-78 Mathematics Assessment.
ED 186 280 (A.1.MATH.(2).(c))

Procedural Handbook: 1978-79 Art Assessment.
ED 211 427 (A.1.ART.(2).(c))

Procedural Handbook, 1978-79 Music Assessment.
ED 211 413 (A.1.MUS.(2).(c))

Procedural Handbook: 1978-79 Writing Assessment.
ED 199 263 (A.1.WRIT.(3).(c))

Procedural Handbook: 1979-80 Reading and Literature Assessment.
ED 210 300 (A.1.READ.(3).(c))

Reading and Mathematics Achievement in Public and Private Schools: Is There a Difference?
ED 206 682 (A.GEN.b)

Reading Comprehension of American Youth: Do They Understand What They Read? Results from the 1979-80 National Assessment of Reading and Literature.
ED 217 396 (A.1.READ.(3).(d))

Reading in North Dakota. A Statewide Assessment of Reading Performance: Grades Four, Eight and Eleven, 1976-77 School Year.
ED 189 187 (B.GEN.a)

Reading: Summary Data.
ED 094 359 (A.1.READ.(1).(d))

Recipes, Wrappers, Reasoning and Rate; A Digest of the First Reading Assessment.
ED 092 869 (A.1.READ.(1).(d))

Relating Art Experiences to Art Achievement: A Technical Paper.
ED 156 598 (A.1.ART.(1).(d))

The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132 (A.1.READ.(3).(d))

The Relationship Between Youth Employment Experience and Performance on an Assessment of Career and Occupational Items.
ED 219 388 (A.SPEC.i.(1).(d))

A Report on National Assessment in Seven Learning Areas
EJ 131 671 (B.GEN.b)

Results and Implications of the Second NAEP Mathematics Assessments: Elementary School.
EJ 222 430 (B.1.MATH.(2).(d))

Results from the First Mathematics Assessment of the National Assessment of Educational Progress.

ED 156 443 (B.1.MATH.(1).(d))
Results of the Second NAEP Mathematics Assessment: Secondary School.
EJ 224 414 (B.1.MATH.(2).(d))
A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies. National Assessment and Social Studies: The Setting.
ED 100 739 (B.GEN.b)
Sampling and Weighting Activities for Assessment Year 11. Final Report on National Assessment of Educational Progress.
ED 206 703 (A.GEN.a)
Science Achievement in the Schools: A Summary of Results from the 1976-77 National Assessment of Science.
ED 164 337 (A.1.SCI.(3).(d))
Science Achievement: The Trend is Down
EJ 128 205 (B.1.SCI.(2).(d))
Science Objectives for the Third Assessment.
ED 179 402 (A.1.SCI.(3).(b))
Science Skills Skidding in U.S. Schools.
EJ 189 831 (B.1.SCI.(3).(d))
The Second Assessment of Art, 1978-79. Released Exercise Set.
ED 186 331 (A.1.ART.(2).(b))
The Second Assessment of Art, 1978-79, Released Exercise Set, Supplement.
ED 214 828 (A.1.ART.(2).(b))
The Second Assessment of Mathematics, 1977-78, Released Exercise Set.
ED 187 543 (A.1.MATH.(2).(b))
The Second Assessment of Music, 1978-79. Released Exercise Set.
ED 194 399 (A.1.MUS.(2).(b))
Selected Results from the National Assessments of Science: Scientific Principles and Procedures.
ED 111 693 (A.1.SCI.(2).(d))
Selected Supplemental Mathematics Exercises. National Assessment of Educational Progress.
ED 183 388 (A.SPEC.h.(1).(b))
Sentence-Combining Skills: Results of the Sentence-Combining Exercises in the 1978-79 National Writing Assessment.
ED 210 696 (A.1.WRIT.(3).(d))
Social Studies Highlights Report, 1974-75. Bulletin 1459.
ED 141 214 (B.GEN.a)
Social Studies Objectives, Second Assessment. National Assessment of Educational Progress.
ED 097 288 (A.1.SOC.(2).(b))
Social Studies Skills and National Assessment.
ED 141 237 (B.1.SOC.(1).(b))
Social Studies Technical Report: Exercise Volume.
ED 118 481 (A.1.SOC.(1).(b))
Social Studies Technical Report: Summary Volume. Report No. 03-SS-21.
ED 117 019 (A.1.SOC.(1).(d))
Solving Verbal Problems: Results and Implications from National Assessment.
EJ 230 908 (B.1.MATH.(2).(d))
Some Comments on Power and the NAEP
EJ 124 186 (B.GEN.b)
Some Implications of National Assessment Findings for Curriculum Development in the Social Studies.
ED 090 072 (B.1.SOC.(1).(d))
Stability of the National Assessment Scoring Methods.
EJ 233 271 (B.GEN.a)
Standards and National Assessment: Synthesis of Seven Educators' Responses to Questions on the National Assessment's Role Relative to Higher Standards in Education.
ED 226 062 (A.GEN.b)
Student Achievement in California Schools: 1978-79 Annual Report.
ED 190 653 (B.GEN.b)
Student Achievement in Rural Schools: A View from the National Assessment Data.
ED 172 980 (A.GEN.b)
Students' Affective Responses to Mathematics: Results and Implications from National Assessment.
EJ 232 917 (B.1.MATH.(2).(d))
Student Writing, 1980: A Description of the Writing Abilities of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.
ED 198 155 (B.GEN.a)
Summaries and Technical Documentation for Performance Changes in Citizenship and Social Studies Assessments, 1969-76.
ED 168 922 (A.1.CIT.(2).(d))
Systematic Judgment of Children's Drawings.
ED 127 240 (A.1.ART.(1).(c))
Technical Information and Data from the 1977 Young Adult Assessment of Health, Energy and Reading; Released Exercises, National and Group Results.
ED 193 260 (A.GEN.b)
Teenage Consumers: A Profile. Results of the 1978 National Assessment of Consumer Skills and Attitudes.
ED 174 801 (A.SPEC.d.(1).(d))
Test Scores and Attainment Rates.
EJ 251 946 (B.SPEC.c.(1).(b))
The Third Assessment of Science, 1976-77. Released Exercise Set.
ED 161 686 (A.1.SCI.(3).(b))
The Third Assessment of Writing, 1978-79 Released Exercise Set.
ED 205 583 (A.1.WRIT.(3).(b))
Three Assessments of Science, 1969-77: Technical Summary.
ED 168 901 (A.1.SCI.(3).(d))
Three National Assessments of Reading: Changes in Performance, 1970-80.
ED 200 898 (A.1.READ.(3).(d))
Three National Assessments of Science: Changes in Achievement, 1969-77. Selected Results from the Third National Assessment of Science.
ED 159 026 (A.1.SCI.(3).(d))
Topics for Assessing Writing through Writing Samples. Evaluation of the Bay Area Writing Project. Technical Report.
ED 191 059 (B.1.WRIT.(3).(b))
Update on Education: A Digest of the National Assessment of Educational Progress.
ED 113 381 (A.GEN.c)
Use of the Model at the State and Local Levels.
ED 088 750 (B.GEN.a)
Validity of Social Studies and Citizenship Exercising–Task 2. Final Report.
ED 100 741 (B.GEN.b)
A View of Power: Four Essays on the National Assessment of Educational Progress.
ED 171 743 (B.GEN.b)
What Do Young Adults Know About Science? Some Results From Two National Assessments.
ED 184 820 (A.1.SCI.(2).(d))
What is National Assessment and What Does It say to us?
EJ 096 953 (B.GEN.b)
What's Happening in Science–the NAEP.
EJ 193 166 (B.1.SCI.(3).(d))
What Students Know and Can Do: Profiles of Three Age Groups.
ED 135 846 (A.GEN.b)
Which History Is Most Important? Views from Secondary History Teachers.
ED 159 128 (B.GEN.b)
Write/Rewrite: An Assessment of Revision Skills; Selected Results from the Second National Assessment of Writing.
ED 141 826 (A.1.WRIT.(2).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume III–9-Year-Olds.
ED 196 044 (A.1.WRIT.(3).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume II–13-Year-Olds.
ED 196 043 (A.1.WRIT.(3).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume I–17-Year-Olds.
ED 196 042 (A.1.WRIT.(3).(d))
Writing Objectives, 1983-84 Assessment.
ED 222 904 (A.1.WRIT.(4).(b))
Year 11 Primary Sample for the National Assessment of Educational Progress. Final Report.
ED 208 008 (A.GEN.a)
1973 Assessment Workshops: Final Report.
ED 107 710 (A.GEN.a)

Educational Attainment
Test Scores and Attainment Rates.
EJ 251 946 (B.SPEC.c.(1).(b))

Educational Change
Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics.
ED 177 011 (A.1.MATH.(2).(d))
National Assessment of Educational Progress–A Diffusion Study
EJ 000 647 (B.GEN.c)
Papers on Educational Reform, Volume IV.
ED 093 778 (B.GEN.c)
A Plan for a Mathematics Curriculum with a Focus on Problem Solving for Elementary Grades K-5.
ED 210 180 (B.GEN.b)
Summaries and Technical Documentation for Performance Changes in Citizenship and Social Studies Assessments, 1969-76.
ED 168 922 (A.1.CIT.(2).(d))

Educational Development
Educational Indicators of Development. Education and Socioeconomic Development, Monograph III.
ED 199 283 (B.GEN.b)

Educational Diagnosis
How Will National Assessment Change American Education?
EJ 044 149 (B.GEN.c)
Literature: Summary Data.

ED 079 685 (A.1.LIT.(1).(d))
National Assessment: Where Is It Now?
EJ 048 716 (B.GEN.b)

Educational Environment
Effects of Home and School on Learning Mathematics, Political Knowledge and Political Attitudes.
ED 171 518 (A.GEN.b)

Educational Improvement
Assessment Programs–Implications for Education. Educational Goals and Public Priorities: Education Commission of the States Annual Meeting. (5th, Boston, Massachusetts, July 7-9, 1971.) Clinic Session No. 5
EJ 045 703 (A.GEN.c)
Conference on the Teaching of History (North Texas State University, Denton, Texas).
ED 162 950 (B.GEN.b)
National Assessment - Spring 1968.
EJ 002 384 (B.GEN.c)
Student Involvement in Test Development.
ED 069 699 (B.GEN.a)

Educational Indicators
Educational Indicators of Development. Education and Socioeconomic Development, Monograph III.
ED 199 283 (B.GEN.b)

Educational Innovation
The Changing World of Mental Measurement and Its Social Significance.
ED 044 438 (B.GEN.a)
'Dough'-re-mi Can Put Students on Key in Other Subjects
EJ 112 495 (B.1.MUS.(1).(d))
National Assessment of Educational Progress–A Diffusion Study
EJ 000 647 (B.GEN.c)

Educational Legislation
Oversight Hearing on Reading Programs and Hearing on H. R. 8304 and H. R. 9048; Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 94th Congress, First Session on H. R. 8304 and H. R. 9048, November 13, 1975.
ED 117 688 (B.GEN.b)

Educational Needs
Conference on the Teaching of History (North Texas State University, Denton, Texas).
ED 162 950 (B.GEN.b)
The Learning and Earning Force
EJ 004 472 (B.GEN.c)
National Assessement: Are We Ready?
EJ 002 385 (B.GEN.c)
Social Studies Highlights Report, 1974-75. Bulletin 1459.
ED 141 214 (B.GEN.a)

Educational Objectives
Application of the National Assessment of Educational Progress Philosophy in San Bernardino City Unified School District.
ED 078 091 (B.GEN.a)
Assessing National Levels of Achievement in a Systematic Manner
EJ 123 613 (B.GEN.b)
Assessment Programs–Implications for Education. Educational Goals and Public Priorities: Education Commission of the States Annual Meeting. (5th, Boston, Massachusetts, July 7-9, 1971.) Clinic Session No. 5
EJ 045 703 (A.GEN.c)
Career Development Needs of Adults: How to Improve Career Development Programs.
ED 147 499 (B.1.COD.(1).(d))
Career Development Needs of Nine-Year Olds: How to Improve Career Development Programs.
ED 147 497 (B.1.COD.(1).(d))
Career Development Needs of Seventeen Year Olds: How to Improve Career Development Programs.
ED 147 555 (B.1.COD.(1).(d))
Career Development Needs of Thirteen-Year Olds: How to Improve Career Development Programs.
ED 147 498 (B.1.COD.(1).(d))
Citizenship and Social Studies Objectives: 1981-82 Assessment.
ED 186 330 (A.1.CIT.(3).(b))
Citizenship. A Statewide Assessment in Texas.
ED 170 347 (B.GEN.a)
Critique of NAEP Objectives: Citizenship and Social Studies [and] Critique of NAEP Procedures–Task 1. Final Report Parts 1 and 2.
ED 100 740 (B.GEN.b)
The Cross-Sectional Story of Early Career Development as Revealed by the National Assessment of Educational Progress. Revised.
ED 147 490 (B.1.COD.(1).(d))
ECS Assessment Workshop for State Department Personnel. Final Report: Part I. Six-Month Evaluation. Final Report: Part II.
ED 070 140 (A.GEN.a)
Evaluating Performance on National Assessment Objectives: Norm-Referenced and Criterion-Referenced Interpretations
EJ 108 228 (B.GEN.a)
How to Use the Findings from National Assessment
EJ 101 994 (B.GEN.b)
The Learning and Earning Force
EJ 004 472 (B.GEN.c)
Literature Objectives.
ED 041 009 (A.1.LIT.(1).(b))
Literature Objectives; Second Assessment.
ED 113 737 (A.1.LIT.(2).(b))
Mathematics Objectives, 1981-82 Assessment.
ED 211 352 (A.1.MATH.(3).(b))
Music Objectives: Second Assessment.
ED 183 434 (A.1.MUS.(2).(b))
National Assessment and Social Studies Education: A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies.
ED 111 748 (A.1.SOC.(1).(d))
National Assessment and the Future of Art Education
EJ 130 364 (B.1.ART.(1).(d))
National Assessment: Backgrounds and Projections–1975.
ED 108 211 (B.GEN.b)
The National Assessment of Educational Progress
EJ 095 637 (B.GEN.b)
National Assessment of Educational Progress: Art Objectives.
ED 051 255 (A.1.ART.(1).(b))
National Assessment of Educational Progress. Citizenship: Group Results B. Preliminary Report 9. 1969-70 Assessment. Parental Education, Color, Size and Type of Community.
ED 068 407 (A.1.CIT.(1).(d))
National Assessment of Educational Progress. Citizenship Objectives for 1974-75 Assessment.
ED 074 010 (A.1.CIT.(2).(b))
National Assessment of Educational Progress, Mathematics Objectives.
ED 063 140 (A.1.MATH.(1).(b))
National Assessment of Educational Progress. Music Objectives.
ED 063 197 (A.1.MUS.(1).(b))
National Assessment of Educational Progress. Newsletter, Volume 5, Number 7.
ED 073 007 (A.GEN.c)
National Assessment of Educational Progress. Objectives for Career and Occupational Development.
ED 059 119 (A.1.COD.(1).(b))
National Assessment of Educational Progress, Science Objectives for 1972-73 Assessment.
ED 072 976 (A.1.SCI.(2).(b))
National Assessment of Educational Progress. Summary of Report 1. Science: National Results. July, 1970.
ED 043 099 (A.1.SCI.(1).(d))
National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results–Partial. July, 1970.
ED 043 098 (A.1.CIT.(1).(d))
National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results–Partial. Observations and Commentary of a Panel of Reviewers.
ED 049 112 (A.1.CIT.(1).(d))
National Assessment of Educational Progress. 1969-1970 Writing: National Results.
ED 051 245 (A.1.WRIT.(1).(d))
National Assessment of Educational Progress. 1969-70 Citizenship: Group Results for Sex, Region, and Size of Community. National Assessment Report 6.
ED 063 196 (A.1.CIT.(1).(d))
National Assessment - Spring 1968.
EJ 002 384 (B.GEN.c)
National Science Assessment
EJ 009 139 (B.1.SCI.(1).(a))
Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.
ED 143 829 (A.1.COD.(2).(b))
Objectives for Citizen Education
EJ 170 626 (B.1.CIT.(2).(b))
The Past is Pertinent
EJ 099 002 (B.1.COD.(1).(c))
Reading Objectives.
ED 041 010 (A.1.READ.(1).(b))
Reading: Summary Data.
ED 094 359 (A.1.READ.(1).(d))
Research Issues Arising from the National Assessment of Educational Progress.
ED 052 244 (B.GEN.a)
A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies. National Assessment and Social Studies: The Setting.

ED 100 739 (B.GEN.b)

Science Area Results Reported by National Assessment of Educational Progress
EJ 029 771 (B.1.SCI.(1).(d))

Science Objectives.
ED 033 872 (A.1.SCI.(1).(b))

The Second Assessment of Art, 1978-79. Released Exercise Set.
ED 186 331 (A.1.ART.(2).(b))

The Second Assessment of Music, 1978-79. Released Exercise Set.
ED 194 399 (A.1.MUS.(2).(b))

Social Studies Objectives, Second Assessment. National Assessment of Educational Progress.
ED 097 288 (A.1.SOC.(2).(b))

Social Studies Strands Goals and End-of-Twelfth-Grade Objectives.
ED 142 494 (B.1.SOC.(2).(b))

Some Implications of the National Assessment Model and Data for State and Local Education.
ED 074 620 (B.GEN.a)

Teachers and Achievement Testing.
ED 151 355 (B.GEN.c)

What We Are Learning from the National Assessment
EJ 040 662 (B.GEN.c)

Writing Objectives.
ED 033 870 (A.1.WRIT.(1).(b))

Writing Objectives for 1973-74 Assessment.
ED 072 460 (A.1.WRIT.(2).(b))

Writing Objectives, 1983-84 Assessment.
ED 222 904 (A.1.WRIT.(4).(b))

Educational Opportunities

The Learning and Earning Force
EJ 004 472 (B.GEN.c)

Educational Philosophy

A Humanistic Approach to Criterion Referenced Testing.
ED 081 842 (A.GEN.a)

Papers on Educational Reform, Volume IV.
ED 093 778 (B.GEN.c)

Educational Planning

Application of the National Assessment Model to State and Local Assessment Needs
EJ 099 390 (B.GEN.a)

How to Use the Findings from National Assessment
EJ 101 994 (B.GEN.b)

National Assessment of Educational Progress
EJ 021 411 (B.GEN.c)

Educational Policy

Focusing On The States
EJ 090 448 (B.GEN.c)

How to Use the Findings from National Assessment
EJ 101 994 (B.GEN.b)

Measuring Educational Progress: A Study of the National Assessment.
ED 140 228 (B.GEN.b)

National Assessment Findings and Educational Policy Questions.
ED 224 839 (A.GEN.b)

Educational Practices

The Renaissance in Economic Education. Research/Ideas/Practice.
ED 211 432 (B.GEN.b)

Educational Programs

CAPS Capsule: The National Assessment of Educational Progress, Concept and Organization, Vol. 3, No. 2.
ED 035 783 (B.GEN.c)

Jackknifing Disattenuated Correlations: National Assessment of Educational Progress.
ED 064 393 (B.GEN.a)

The National Assessment
EJ 017 015 (B.GEN.c)

National Assessment - What, Why, How
EJ 002 390 (B.GEN.c)

Educational Quality

Improving Policy Development.
EJ 251 728 (B.GEN.b)

Measuring the Quality of Education: A Report on Assessing Educational Progress.
ED 213 769 (B.GEN.b)

National Assessment Can Help the Social Studies Teacher
EJ 061 881 (B.1.SOC.(1).(c))

Quality of Education, 1977. Hearings before the Subcommittee on Education, Arts and Humanities. Ninety-Fifth Congress, First Session on Examination into the Quality of Education of our Nation's Students and Means of Improving Competency in Basic Skills at Various Grade Levels.
ED 145 587 (B.GEN.c)

Standards and National Assessment: Synthesis of Seven Educators' Responses to Questions on the National Assessment's Role Relative to Higher Standards in Education.
ED 226 062 (A.GEN.b)

Technical Giants of National Assessment
EJ 054 503 (B.GEN.c)

Why Evaluate Education?
EJ 054 501 (B.GEN.b)

Educational Research

Analysis of Supplemental Background Questions on Homework and TV.
ED 159 055 (A.GEN.b)

Assessing Listening Ability: Relationships with Verbal Ability and Racial/Ethnic Bias.
ED 193 678 (A.GEN.b)

Attitudes toward Art Selected Results from the First National Assessment of Art.
ED 166 122 (A.1.ART.(1).(d))

Attitudes Toward Science: A Summary of Results from the 1976-77 National Assessment of Science.
ED 177 017 (A.1.SCI.(3).(d))

Biology Education in Secondary Schools of the United States.
EJ 232 973 (B.GEN.b)

Calculators in Testing Situations: Results and Implications from National Assessment.
EJ 239 344 (B.1.MATH.(2).(d))

Change in National Science Achievement: Some Analysis Problems.
ED 157 709 (A.1.SCI.(2).(c))

Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics.
ED 177 011 (A.1.MATH.(2).(d))

Do Thirteen-Year-Olds Write as Well as Seventeen -Year-Olds?
EJ 047 932 (B.1.WRIT.(1).(d))

Effects of Home and School on Learning Mathematics, Political Knowledge and Political Attitudes.
ED 171 518 (A.GEN.b)

Exploring National Assessment Data through Secondary Analysis.
ED 223 679 (A.GEN.b)

The First Social Studies Assessment: An Overview. National Assessment of Educational Progress. Report No. 03-SS-00.
ED 095 060 (A.1.SOC.(1).(d))

Focusing On The States
EJ 090 448 (B.GEN.c)

Help for the Teacher of Written Composition (K-9): New Directions in Research.
ED 120 731 (B.GEN.b)

Implications of National Assessment Writing Results.
ED 050 119 (B.1.WRIT.(1).(d))

Keys to Research, Utilization and Adoption. A Study Conducted with a Grant from The Ford Foundation Focusing on Selected Aspects of Agriculture, Economics and Health.
ED 154 200 (A.GEN.a)

Literature, Humanities, Media: Research Roundup
EJ 109 160 (B.GEN.c)

Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.
ED 182 174 (A.1.MATH.(2).(d))

NAEP's Second Round with Science
EJ 120 469 (B.1.SCI.(2).(d))

National Assessment of Educational Progress. Changes in Science Achievement of Black Students.
ED 127 201 (A.1.SCI.(2).(d))

National Assessment of Educational Progress. Changes in Science Performance, 1969-1973: Exercise Volume.
ED 127 199 (A.1.SCI.(2).(b))

National Assessment of Educational Progress. Highlights and Trends from National Assessment: Changes in Science Achievement, 1969-1973.
ED 127 202 (A.1.SCI.(2).(d))

National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Attitude Questions.
ED 127 200 (A.1.SCI.(2).(d))

National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Energy Questions.
ED 127 203 (A.1.SCI.(2).(d))

National Assessment of Educational Progress. The First National Assessment of Mathematics: An Overview.
ED 127 198 (A.1.MATH.(1).(d))

The National Assessment of Literature: A Review
EJ 130 872 (B.1.LIT.(1).(c))

New Study Shows Further Declines in Writing Ability
EJ 162 089 (B.1.WRIT.(2).(d))

The Renaissance in Economic Education. Research/Ideas/Practice.
ED 211 432 (B.GEN.b)

A Research Strategy for Educational Improvement.
EJ 258 902 (B.GEN.c)

Results from the First Mathematics Assessment of the National Assessment of Educational Progress.

ED 156 443 (B.1.MATH.(1).(d))
Science Achievement: Racial and Regional Trends, 1969-1973.
ED 127 143 (A.1.SCI.(2).(d))
Turning It Around in Education with Student Tutoring
EJ 163 375 (B.GEN.c)
Units of Measure: Results and Implications from National Assessment.
EJ 241 137 (B.1.MATH.(2).(d))
Write/Rewrite: An Assessment of Revision Skills; Selected Results from the Second National Assessment of Writing.
ED 141 826 (A.1.WRIT.(2).(d))
Writing: Group Results A and B for Objectively-Scored Exercises; 1969-70 Assessment, National Results by Region, Sex, Color, Size and Type of Community, and Parental Education.
ED 077 029 (A.1.WRIT.(1).(d))

Educational Status Comparison
Maine Assessment of Educational Progress, Report 2. Results Report 1: Citizenship and Writing, 1972.
ED 080 598 (B.GEN.a)

Educational Testing
Application of NAEP Writing Assessment Procedures in Montgomery County, Maryland. Summary.
ED 074 079 (B.1.WRIT.(1).(c))
Contributions of the National Assessment to Understanding the Problems of Literacy and Equity.
ED 192 294 (A.GEN.a)
Guide for an Assessment of Basic Life Skills.
ED 139 819 (A.SPEC.c.(1).(b))
NAEP's Second Round with Science
EJ 120 469 (B.1.SCI.(2).(d))
The National Assessment: A Critical Review and a New Direction
EJ 154 431 (B.GEN.c)
A National Assessment in English: A Double Edged Sword
EJ 036 455 (B.GEN.b)
POWER and the National Assessment of Educational Progress
EJ 124 185 (B.GEN.b)
Printing and Scoring Activities, Final Report, Year 11, National Assessment of Educational Progress.
ED 210 299 (A.GEN.a)
Reexamination of Multiple-Choice Testing
EJ 023 713 (B.GEN.a)
A Speculative View of the Needs in Educational Measurement in Higher Education in the 1980s.
ED 178 570 (B.GEN.b)
Teachers and Achievement Testing.
ED 151 355 (B.GEN.c)
The Third Assessment of Science, 1976-77. Released Exercise Set.
ED 161 686 (A.1.SCI.(3).(b))
Using National Assessment for Program Evaluation. Two Papers Presented to the National Council for the Social Studies.
ED 135 839 (A.GEN.a)

Educational Testing Service
The Mass Testing of Writing: How Well Is It Being Done?
ED 158 310 (B.GEN.b)

Educational Trends
Citizenship/Social Studies Achievement: Trends over Time.
ED 153 906 (A.1.CIT.(2).(d))
The Competency Movement: Problems and Solutions. AASA Critical Issues Report.
ED 150 677 (B.GEN.b)
Conference on the Teaching of History (North Texas State University, Denton, Texas).
ED 162 950 (B.GEN.b)
How Much Are Our Young People Learning? The Story of the National Assessment. Fastback 68.
ED 123 244 (B.GEN.b)
The Marrow of Achievement Test Score Declines
EJ 139 741 (B.GEN.b)
Recent Trends in Achievement Levels of Black and White Youth.
EJ 262 707 (B.GEN.b)
The Renaissance in Economic Education. Research/Ideas/Practice.
ED 211 432 (B.GEN.b)
Science Skills Skidding in U.S. Schools.
EJ 189 831 (B.1.SCI.(3).(d))
Turning It Around in Education with Student Tutoring
EJ 163 375 (B.GEN.c)

Educators
Standards and National Assessment: Synthesis of Seven Educators' Responses to Questions on the National Assessment's Role Relative to Higher Standards in Education.
ED 226 062 (A.GEN.b)

Elementary Education
A Design to Study the Effectiveness of Well-Implemented Individualized Instruction in Compensatory Reading and Mathematics Programs. Final Report.
ED 117 215 (B.GEN.b)
Digest of Educational Statistics, 1972 Edition.
ED 083 677 (B.GEN.b)
Highlights of the First National Assessment of Literature.
ED 072 461 (A.1.LIT.(1).(d))
Reading: Released Exercises.
ED 079 684 (A.1.READ.(1).(b))
Selected Essays and Letters: A Selection of Papers Collected During the 1969-70 Assessment of Writing. Report 10.
ED 075 822 (A.1.WRIT.(1).(d))
Speed Reading Through a Glass Darkly.
ED 065 835 (B.1.READ.(1).(d))
Understanding Imaginative Language: Theme 1 of the National Assessment of Literature.
ED 077 002 (A.1.LIT.(1).(d))
Understanding Words and Word Relationships: Theme 1 of the National Assessment of Reading.
ED 077 021 (A.1.READ.(1).(d))

Elementary School Mathematics
Computational Competencies of Prospective Elementary Mathematics Teachers
EJ 174 237 (B.1.MATH.(1).(d))
Concepts of the Fundamental Operations: Results and Implications from National Assessment.
EJ 237 356 (B.1.MATH.(2).(d))
Making and Interpreting Graphs and Tables: Results and Implications from National Assessment.
EJ 237 426 (B.1.MATH.(2).(d))
Mathematics in North Dakota. Summary of Performance for Fourth and Eighth Grade Mathematics Assessment, Spring, 1979.
ED 189 186 (B.GEN.b)
Math Resource Items for Minimal Competency Testing. A Collection of Math Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
ED 173 395 (A.SPEC.h.(1).(b))
Notes from National Assessment: Basic Concepts of Area and Volume
EJ 126 756 (B.1.MATH.(1).(d))
Notes from National Assessment: Perimeter and Area
EJ 128 372 (B.1.MATH.(1).(d))
Notes from National Assessment: Processes Used on Computational Exercises
EJ 135 036 (B.1.MATH.(1).(d))
Notes from National Assessment: Recognizing and Naming Solids
EJ 130 258 (B.1.MATH.(1).(d))
Notes from National Assessment: Word Problems
EJ 140 099 (B.1.MATH.(1).(d))
A Plan for a Mathematics Curriculum with a Focus on Problem Solving for Elementary Grades K-5.
ED 210 180 (B.GEN.b)
Results and Implications of the NAEP Mathematics Assessment: Elementary School
EJ 126 749 (B.1.MATH.(1).(d))
Results and Implications of the Second NAEP Mathematics Assessments: Elementary School.
EJ 222 430 (B.1.MATH.(2).(d))
Students' Affective Responses to Mathematics: Results and Implications from National Assessment.
EJ 232 917 (B.1.MATH.(2).(d))
Subtraction: What do Students Know?
EJ 130 107 (B.1.MATH.(1).(d))
Using Research in Teaching. Notes from National Assessment: Addition and Multiplication with Fractions
EJ 133 404 (B.1.MATH.(1).(d))
Using Research in Teaching: Notes from National Assessment: Estimation
EJ 139 903 (B.1.MATH.(1).(d))

Elementary School Science
The Continued Battle of the Sexes
EJ 136 719 (B.1.SCI.(2).(d))
National Assessment, Changes in Science Results
EJ 168 495 (B.1.SCI.(3).(d))
National Assessment of Educational Progress. Science Technical Report: Summary Volume.
ED 141 135 (A.1.SCI.(2).(d))
What Research Says to the Science Teacher, Volume 3. Science Education Information Report.
ED 205 367 (B.GEN.b)

Elementary School Teachers
What Educators Know and Believe about the Energy Situation.
EJ 241 284 (B.GEN.b)

Elementary Secondary Education
An Analysis of the Results of the Florida Educational Assessment Using the NAEP

Model. Reading and Mathematics; 1974-75.
ED 137 412 (B.GEN.a)
Digest of Educational Statistics, 1974 Edition.
ED 104 018 (B.GEN.b)
Digest of Education Statistics. 1975 Edition.
ED 123 755 (B.GEN.b)
Educators Look at Reading Results; Summary of Findings and Preliminary Interpretation by the Richfield Reading Data Analysis Committee.
ED 128 363 (B.GEN.a)
Mathematics Objectives: Second Assessment.
ED 156 439 (A.1.MATH.(2).(b))
National Assessments of Science, 1969 and 1973: A Capsule Description of Changes in Science Achievement. National Assessment of Educational Progress.
ED 104 723 (A.1.SCI.(2).(d))
Reading and Literature Objectives, 1979-80 Assessment. No. 11-RL-10.
ED 185 503 (A.1.READ.(3).(b))
The Third Assessment of Science, 1976-77. Released Exercise Set.
ED 161 686 (A.1.SCI.(3).(b))
What's Happening in Science–the NAEP.
EJ 193 166 (B.1.SCI.(3).(d))

Elementary Secondary Education Act Title I
Has Title I Improved Education for Disadvantaged Students? Evidence from Three National Assessments of Reading.
ED 201 995 (A.1.READ.(3).(d))
USOE's Title I Evaluation Model and Technical Assistance Efforts: A Symposium Presented at the 1977 Annual Meeting of A-E-R-A.
ED 152 823 (B.GEN.c)

Emotional Response
Literature Objectives; Second Assessment.
ED 113 737 (A.1.LIT.(2).(b))

Employed Women
A Woman's Place.
ED 155 330 (A.1.WRIT.(2).(d))

Employment Potential
The First Assessment of Career and Occupational Development: Released Exercises (1973-74). No. 05-C02-25.
ED 192 079 (A.1.COD.(1).(b))
The Information Society: Are High School Graduates Ready?
ED 223 812 (A.GEN.b)

Employment Projections
The Information Society: Are High School Graduates Ready?
ED 223 812 (A.GEN.b)

Energy
National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Energy Questions.
ED 127 203 (A.1.SCI.(2).(d))
Technical Information and Data from the 1977 Young Adult Assessment of Health, Energy and Reading; Released Exercises, National and Group Results.
ED 193 260 (A.GEN.b)
What Educators Know and Believe about the Energy Situation.
EJ 241 284 (B.GEN.b)

Energy Conservation
Energy: Knowledge and Attitudes, A National Assessment of Energy Awareness Among Young Adults.
ED 166 017 (A.SPEC.e.(1).(d))

English
The National Assessment of Literature: A Review
EJ 130 872 (B.1.LIT.(1).(c))

English (Second Language)
Students From Homes in Which English Is Not the Dominant Language: Who Are They and How Well Do They Read?
ED 224 296 (A.1.READ.(3).(d))

English Education
National Assessment and the Teaching of English; Results of the First National Assessment of Educational Progress in Writing, Reading, and Literature–Implications for Teaching and Measurement in the English Language Arts.
ED 112 427 (B.GEN.b)
A National Assessment in English: A Double Edged Sword
EJ 036 455 (B.GEN.b)

English Instruction
National Assessment and the Teaching of English; Results of the First National Assessment of Educational Progress in Writing, Reading, and Literature–Implications for Teaching and Measurement in the English Language Arts.
ED 112 427 (B.GEN.b)
National Assessment: Backgrounds and Projections
EJ 137 938 (B.GEN.a)
National Assessment: Backgrounds and Projections–1975.
ED 108 211 (B.GEN.b)
Notes and Quotes on Back to Basics. An ERIC/RCS Report
EJ 151 161 (B.GEN.c)
Reading and Literature Objectives, 1979-80 Assessment. No. 11-RL-10.
ED 185 503 (A.1.READ.(3).(b))
Reading, Thinking, Writing . . . and Teaching.
EJ 261 359 (B.GEN.b)
SLATE (Support for Learning and Teaching of English). Volume 2.
ED 146 629 (B.GEN.b)
The Uneasy Compromise: Bringing Together Testers and Teachers of English.
ED 186 929 (B.GEN.b)
Writing: National Results–Writing Mechanics.
ED 062 325 (A.1.WRIT.(1).(d))

Environmental Influences
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature.
ED 096 348 (B.GEN.a)
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature. Appendix.
ED 096 349 (B.GEN.a)

Equal Education
The Changing World of Mental Measurement and Its Social Significance.
ED 044 438 (B.GEN.a)
Contributions of the National Assessment to Understanding the Problems of Literacy and Equity.
ED 192 294 (A.GEN.a)

Equivalency Tests
Minimal Competency Measurement Conference: Summary Report.
ED 127 376 (A.GEN.a)

Essay Tests
Category Scoring Techniques from National Assessment: Applications to Free Response Items from Career and Occupational Development.
ED 133 350 (A.1.COD.(1).(c))
The Primary Trait System for Scoring Writing Tasks.
ED 124 942 (A.1.WRIT.(2).(c))
Stability of Nominal Categories Over Readers, Over Time.
ED 110 494 (A.GEN.a)
Writing Mechanics, 1979. A Description of the Writing Abilities Assessment of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.
ED 190 672 (A.1.WRIT.(3).(b))

Essays
The Condition of Student Writing
EJ 144 141 (B.1.WRIT.(2).(d))

Estimation (Mathematics)
Folk Mathematics.
EJ 241 193 (B.1.MATH.(2).(d))

Ethnic Groups
The Effects of the Rural School.
ED 201 460 (B.GEN.b)

Evaluation
Administration's Janus: The Two Faces of Educational Evaluation
EJ 068 036 (B.GEN.b)
Alternatives to National Assessment Exercises - A Microproject
EJ 075 580 (B.1.SCI.(1).(c))
An Analysis of a Selected Set of Exercises from the National Assessment of Educational Progress, Social Studies 1971-1972: Knowledge of Institutions–Task 3. Final Report.
ED 100 742 (B.GEN.b)
CAPS Capsule: The National Assessment of Educational Progress, Concept and Organization, Vol. 3, No. 2.
ED 035 783 (B.GEN.c)
Career and Occupational Development Technical Report: Summary Volume. Career and Occupational Development Report No. 05-COD-21.
ED 176 019 (A.1.COD.(1).(d))
The Changing World of Mental Measurement and Its Social Significance.
ED 044 438 (B.GEN.a)
Computational Competencies of Prospective Elementary Mathematics Teachers
EJ 174 237 (B.1.MATH.(1).(d))
Computational Skill in Division: Results and Implications from National Assessment.
EJ 242 908 (B.1.MATH.(2).(d))
The Current Status of Computer Literacy: NAEP Results for Secondary Students.
EJ 237 482 (B.1.MATH.(2).(d))
Decimals: Results and Implications from National Assessment.
EJ 243 023 (B.1.MATH.(2).(d))
Dissemination–Task 5. [And] Social Studies Educators Rate the NAEP Social Stu-

dies Exercises–Task 6. Final Reports.
ED 100 746 (B.GEN.b)
Educators Assess Public Knowledge of Science
EJ 155 884 (B.1.SCI.(3).(a))
Evaluating Social Studies and Citizenship Education.
ED 100 744 (B.GEN.b)
The First Music Assessment: An Overview. National Assessment of Educational Progress Report No. 03-MU-00.
ED 097 275 (A.1.MUS.(1).(d))
Highlights of the First National Assessment of Literature.
ED 072 461 (A.1.LIT.(1).(d))
Iowa Assessment Report in Mathematics, 1975-76 School Year.
ED 125 894 (B.GEN.a)
Knowledge about Art. Selected Results from the First National Assessment of Art.
ED 151 270 (A.1.ART.(1).(d))
Mathematics Objectives: Second Assessment.
ED 156 439 (A.1.MATH.(2).(b))
Mathematics Objectives, 1981-82 Assessment.
ED 211 352 (A.1.MATH.(3).(b))
Music Objectives: Second Assessment.
ED 183 434 (A.1.MUS.(2).(b))
National Assessment and Science-Teaching
EJ 086 755 (B.1.SCI.(1).(d))
National Assessment and Social Studies Education: A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies.
ED 111 748 (A.1.SOC.(1).(d))
National Assessment Findings in Science 1969-70, What Do They Mean?
ED 091 169 (B.1.SCI.(1).(d))
A National Assessment in English: A Double Edged Sword
EJ 036 455 (B.GEN.b)
National Assessment in Mathematics
EJ 036 445 (B.1.MATH.(1).(a))
National Assessment in Science
EJ 116 480 (B.1.SCI.(1).(d))
National Assessment of Educational Progress
EJ 021 411 (B.GEN.c)
National Assessment of Educational Progress–A Diffusion Study
EJ 000 647 (B.GEN.c)
National Assessment of Educational Progress. Changes in Science Performance, 1969-73: Exercise Volume. Appendix - Volume II.
ED 139 666 (A.1.SCI.(2).(d))
National Assessment of Educational Progress. Newsletter, Volume 5, Number 7.
ED 073 007 (A.GEN.c)
National Assessment of Educational Progress, Report 1–Science: National Results and Illustrations of Group Comparisons.
ED 055 786 (A.1.SCI.(1).(d))
National Assessment of Educational Progress, Report 1–Science: National Results. Observations and Commentary of a Panel of Reviewers.
ED 055 785 (A.1.SCI.(1).(d))
National Assessment of Educational Progress, Report 7, Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex.
ED 081 638 (A.1.SCI.(1).(d))
National Assessment of Educational Progress. Summary of Report 1. Science: National Results. July, 1970.
ED 043 099 (A.1.SCI.(1).(d))
National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results–Partial. July, 1970.
ED 043 098 (A.1.CIT.(1).(d))
National Assessment of Educational Progress, Volume 4 Number 3.
ED 050 996 (A.GEN.c)
National Assessment of Educational Progress. 1969-1970 Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex, (National Assessment Report 7).
ED 067 220 (A.1.SCI.(1).(d))
National Assessment Report 4 1969-1970 Science: Group Results for Sex, Region, and Size of Community.
ED 063 101 (A.1.SCI.(1).(d))
National Educational Assessment: Pro and Con.
ED 070 172 (B.GEN.c)
Notes and Quotes on Back to Basics. An ERIC/RCS Report
EJ 151 161 (B.GEN.c)
On the Need for Criterion Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship.
ED 100 745 (B.GEN.b)
A Perspective on the First Music Assessment. National Assessment of Education Progress Report No. 03-MU-02.
ED 097 276 (A.1.MUS.(1).(d))
Physics Teaching and the National Assessment of Educational Progress
EJ 029 773 (B.1.SCI.(1).(d))
Research Implications and Questions From the Year 04 NAEP Mathematics Assessment
EJ 148 897 (B.1.MATH.(1).(d))
Results from the Second Mathematics Assessment of the National Assessment of Educational Progress.
ED 204 107 (B.1.MATH.(2).(d))
A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies. National Assessment and Social Studies: The Setting.
ED 100 739 (B.GEN.b)
Science Achievement: Racial and Regional Trends, 1969-1973.
ED 127 143 (A.1.SCI.(2).(d))
Science Area Results Reported by National Assessment of Educational Progress
EJ 029 771 (B.1.SCI.(1).(d))
Science Education Slips in U.S.
EJ 101 574 (B.1.SCI.(1).(d))
Selected Results from the National Assessments of Science: Scientific Principles and Procedures.
ED 111 693 (A.1.SCI.(2).(d))
Social Studies Objectives, Second Assessment. National Assessment of Educational Progress.
ED 097 288 (A.1.SOC.(2).(b))
Social Studies Technical Report: Exercise Volume.
ED 118 481 (A.1.SOC.(1).(b))
Social Studies Technical Report: Summary Volume. Report No. 03-SS-21.
ED 117 019 (A.1.SOC.(1).(d))
Some Implications of the National Assessment Model and Data for State and Local Education.
ED 074 620 (B.GEN.a)
The Status of National Assessment in Mathematics
EJ 090 172 (B.1.MATH.(1).(d))
Technical Giants of National Assessment
EJ 054 503 (B.GEN.c)
The Third Assessment of Science, 1976-77. Released Exercise Set.
ED 161 686 (A.1.SCI.(3).(b))
Using the Results from the National Assessment of Educational Progress - a Macroproject Pretest for Teachers
EJ 075 579 (B.1.SCI.(1).(d))
Validity of Social Studies and Citizenship Exercising–Task 2. Final Report.
ED 100 741 (B.GEN.b)
Why Evaluate Education?
EJ 054 501 (B.GEN.b)

Evaluation Criteria
Assessing Speaking Skills: Issues of Feasibility, Reliability. Validity and Bias.
ED 197 413 (A.GEN.a)
Bloomington Writing Assessment 1977; Student Exercise, Teacher Directions, Scoring.
ED 155 692 (B.GEN.b)
Critique of NAEP Objectives: Citizenship and Social Studies [and] Critique of NAEP Procedures–Task 1. Final Report Parts 1 and 2.
ED 100 740 (B.GEN.b)
Measures of Non-Academic Functional Literacy in Children. An Evaluation of Available Instruments.
ED 170 351 (B.GEN.b)
National Assessement: Are We Ready?
EJ 002 385 (B.GEN.c)
The Primary Trait System for Scoring Writing Tasks.
ED 124 942 (A.1.WRIT.(2).(c))
Raising Reading Scores: The Right Way and the Wrong Way for Continued Success.
ED 172 159 (B.GEN.b)
Scoring Instrumental and Vocal Musical Performances.
ED 129 839 (A.1.MUS.(1).(c))

Evaluation Methods
Administration's Janus: The Two Faces of Educational Evaluation
EJ 068 036 (B.GEN.b)
Application of the National Assessment of Educational Progress Philosophy in San Bernardino City Unified School District.
ED 078 091 (B.GEN.a)
Assessment As Exploratory Research: A Theoretical Overview.
ED 160 646 (A.GEN.a)
Bloomington Writing Assessment 1977; A Report to Students, Public and Teaching Staff.
ED 155 693 (B.GEN.b)
Bloomington Writing Assessment 1977; Student Exercise, Teacher Directions,

Scoring.
ED 155 692 (B.GEN.b)
ECS Assessment Workshop for State Department Personnel. Final Report: Part I. Six-Month Evaluation. Final Report: Part II.
ED 070 140 (A.GEN.a)
Guidelines for Describing Three Aspects of Writing: Syntax, Cohesion and Mechanics.
ED 205 572 (A.1.WRIT.(3).(c))
How Will National Assessment Change American Education?
EJ 044 149 (B.GEN.c)
Measuring Educational Progress: A Study of the National Assessment.
ED 140 228 (B.GEN.b)
Minnesota Educational Assessment: A Comprehensive Planning Study.
ED 084 657 (B.GEN.a)
NAEP: One "Tool" to Improve Instruction
EJ 153 537 (B.GEN.b)
National Assessement: Are We Ready?
EJ 002 385 (B.GEN.c)
The National Assessment Approach to Exercise Development.
ED 067 402 (A.GEN.a)
National Assessment–A Tool for Accountability.
ED 131 345 (B.GEN.c)
National Assessment: Backgrounds and Projections
EJ 137 938 (B.GEN.a)
National Assessment, Changes in Science Results
EJ 168 495 (B.1.SCI.(3).(d))
National Assessment of Writing: Useless and Uninteresting?
EJ 089 293 (B.1.WRIT.(1).(c))
National Assessment–Some Valuable By-Products for Schools
EJ 005 372 (B.GEN.b)
The Next Stage in Educational Assessment.
EJ 262 683 (B.GEN.b)
On the Teaching of Writing: Some Implications from National Assessment
EJ 089 292 (B.1.WRIT.(1).(d))
The Primary Trait System for Scoring Writing Tasks.
ED 124 942 (A.1.WRIT.(2).(c))
Procedural Handbook: 1978-79 Art Assessment.
ED 211 427 (A.1.ART.(2).(c))
Procedural Handbook, 1978-79 Music Assessment.
ED 211 413 (A.1.MUS.(2).(c))
Procedural Handbook: 1978-79 Writing Assessment.
ED 199 263 (A.1.WRIT.(3).(c))
Procedural Handbook: 1979-80 Reading and Literature Assessment.
ED 210 300 (A.1.READ.(3).(c))
Raising Reading Scores: The Right Way and the Wrong Way for Continued Success.
ED 172 159 (B.GEN.b)
Reading and Literature: General Information Yearbook.
ED 072 421 (A.GEN.a)
Reading: Summary Data.
ED 094 359 (A.1.READ.(1).(d))
Systematic Judgment of Children's Drawings.
ED 127 240 (A.1.ART.(1).(c))
Technical Giants of National Assessment
EJ 054 503 (B.GEN.c)
Trends in Written Composition.
ED 177 571 (B.GEN.a)
Use of the Model at the State and Local Levels.
ED 088 750 (B.GEN.a)
USOE's Title I Evaluation Model and Technical Assistance Efforts: A Symposium Presented at the 1977 Annual Meeting of A-E-R-A.
ED 152 823 (B.GEN.c)
What Is National Assessment?
ED 067 394 (A.GEN.c)
Why Evaluate Education?
EJ 054 501 (B.GEN.b)
Writing Assessment for the 1980s. Proceedings of a National Conference on the Assessment of Writing (Boulder, Colorado, June 13, 1980).
ED 195 576 (B.GEN.a)
The 3rd National Assessment of Reading and Literature Versus Norm- and Criterion-Referenced Testing.
ED 159 599 (B.1.READ.(3).(c))

Evaluation Needs
Administration's Janus: The Two Faces of Educational Evaluation
EJ 068 036 (B.GEN.b)
ECS Assessment Workshop for State Department Personnel. Final Report: Part I. Six-Month Evaluation. Final Report: Part II.
ED 070 140 (A.GEN.a)
How Will National Assessment Change American Education?
EJ 044 149 (B.GEN.c)
Putting It in Writing: Some Notes on the Teaching of Composition.
ED 124 946 (B.GEN.b)
A Speculative View of the Needs in Educational Measurement in Higher Education in the 1980s.
ED 178 570 (B.GEN.b)
USOE's Title I Evaluation Model and Technical Assistance Efforts: A Symposium Presented at the 1977 Annual Meeting of A-E-R-A.
ED 152 823 (B.GEN.c)
Why Evaluate Education?
EJ 054 501 (B.GEN.b)

Evaluation Utilization
Improving Policy Development.
EJ 251 728 (B.GEN.b)

Examiners
Exercise Administrator Administrative Instructions for Age Classes 1, 2 & 3. Year 11, October 1979-May 1980.
ED 206 669 (A.1.READ.(3).(c))

Exploratory Research
Assessment As Exploratory Research: A Theoretical Overview.
ED 160 646 (A.GEN.a)

Expository Writing
Explanatory and Persuasive Letter Writing: Selected Results from the Second National Assessment of Writing.
ED 135 006 (A.1.WRIT.(2).(d))

Expressive Language
Expressive Writing: Selected Results From the Second National Assessment of Writing.
ED 130 312 (A.1.WRIT.(2).(d))

Expressive Writing
Expressive Writing: Selected Results From the Second National Assessment of Writing.
ED 130 312 (A.1.WRIT.(2).(d))

Family Environment
Effects of Home and School on Learning Mathematics, Political Knowledge and Political Attitudes.
ED 171 518 (A.GEN.b)

Federal Aid
The Learning and Earning Force
EJ 004 472 (B.GEN.c)
A National Assessment of Performance and Participation of Women in Mathematics. Annual Report.
ED 176 961 (A.GEN.b)

Federal Programs
Achievement and the Three R's: A Synopsis of National Assessment Findings in Reading, Writing and Mathematics.
ED 223 658 (A.GEN.b)
Digest of Education Statistics. 1975 Edition.
ED 123 755 (B.GEN.b)
Exploring National Assessment Data through Secondary Analysis.
ED 223 679 (A.GEN.b)
Improving Policy Development.
EJ 251 728 (B.GEN.b)
National Assessment and Social Indicators, January 1973.
ED 082 290 (B.GEN.b)
Standards and National Assessment: Synthesis of Seven Educators' Responses to Questions on the National Assessment's Role Relative to Higher Standards in Education.
ED 226 062 (A.GEN.b)

Federal State Relationship
Application of the National Assessment Model to State and Local Assessment Needs
EJ 099 390 (B.GEN.a)

Females
Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation.
ED 159 456 (B.1.COD.(1).(d))
Sex-Related Differences in Mathematics: Results from National Assessment.
EJ 254 217 (B.1.MATH.(2).(d))

Feminism
The Continued Battle of the Sexes
EJ 136 719 (B.1.SCI.(2).(d))

Field Experience Programs
The New Social History in the High School Classroom.
ED 168 932 (B.1.SOC.(1).(b))

Field Interviews
Supplementary Frame Assessment Phase II Manual.
ED 206 670 (A.GEN.a)

First Social Studies Assessment (1972)
NAEP, Race, Sex and Political Attitudes.
ED 211 395 (B.1.SOC.(1).(d))

Florida National Assessment Replication
An Analysis of the Results of the Florida Educational Assessment Using the NAEP Model. Reading and Mathematics, 1974-

75.
ED 137 412 (B.GEN.a)

Fractions
Fractions: Results and Implications from National Assessment.
EJ 246 313 (B.1.MATH.(2).(d))
Using Research in Teaching. Notes from National Assessment: Addition and Multiplication with Fractions
EJ 133 404 (B.1.MATH.(1).(d))

Freehand Drawing
Sex Differences in Artistic Achievement: A National Study. No. 06-A-51.
ED 193 314 (A.1.ART.(1).(d))
Systematic Judgment of Children's Drawings.
ED 127 240 (A.1.ART.(1).(c))

Functional Literacy
Adult Readers: Will They Need Basics Too?
ED 182 690 (A.SPEC.a.(1).(d))
Contributions of the National Assessment to Understanding the Problems of Literacy. No. 08-FL-50.
ED 192 259 (A.SPEC.f.(1).(c))
Functional Literacy: Basic Reading Performance; A Brief Summary and Highlights of an Assessment of 17-Year-Old Students in 1974 and 1975.
ED 133 704 (A.SPEC.f.(1).(d))
Functional Literacy–Basic Reading Performance; An Assessment of In-School 17-Year-Olds in 1974. Press Summary.
ED 112 389 (A.SPEC.f.(1).(d))
Functional Literacy: Basic Reading Performance. An Assessment of In-School 17-Year-Olds in 1974. Technical Summary.
ED 112 350 (A.SPEC.f.(1).(d))
Measures of Non-Academic Functional Literacy in Children. An Evaluation of Available Instruments.
ED 170 351 (B.GEN.b)

Functional Literacy Mini Assessment (1975)
A Handbook of the Mini-Assessment of Functional Literacy–1974 and 1975; Functional Literacy Basic Reading Performance.
ED 134 951 (A.SPEC.f.(1).(c))
Statistical/Documentary Report, 1974 and 1975 Assessments of 17-Year-Old Students, Summary Volume; Functional Literacy Basic Reading Performance.
ED 134 954 (A.SPEC.f.(1).(d))

Functional Reading
Functional Literacy: Basic Reading Performance. An Assessment of In-School 17-Year-Olds in 1974. Technical Summary.
ED 112 350 (A.SPEC.f.(1).(d))
A Handbook of the Mini-Assessment of Functional Literacy–1974 and 1975; Functional Literacy Basic Reading Performance.
ED 134 951 (A.SPEC.f.(1).(c))
Measures of Non-Academic Functional Literacy in Children. An Evaluation of Available Instruments.
ED 170 351 (B.GEN.b)
The Menomonee Falls, Wisconsin Experience.
ED 137 410 (B.1.READ.(2).(c))
Reading Resource Items for Minimal Competency Testing. A Collection of Reading Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
ED 173 394 (A.SPEC.a.(1).(b))
Statistical/Documentary Report, 1974 and 1975 Assessments of 17-Year-Old Students, Summary Volume; Functional Literacy Basic Reading Performance.
ED 134 954 (A.SPEC.f.(1).(d))

Futures (of Society)
A Speculative View of the Needs in Educational Measurement in Higher Education in the 1980s.
ED 178 570 (B.GEN.b)

General Education
Papers on Educational Reform, Volume IV.
ED 093 778 (B.GEN.c)

Geometric Concepts
Notes from National Assessment: Basic Concepts of Area and Volume
EJ 126 756 (B.1.MATH.(1).(d))
Notes from National Assessment: Perimeter and Area
EJ 128 372 (B.1.MATH.(1).(d))
Notes from National Assessment: Recognizing and Naming Solids
EJ 130 258 (B.1.MATH.(1).(d))
The Second National Assessment in Mathematics: Area and Volume.
EJ 257 007 (B.1.MATH.(2).(d))

Geometry
A Geometry Lesson from National Assessment.
EJ 239 318 (B.1.MATH.(2).(d))

Government (Administrative Body)
An Analysis of a Selected Set of Exercises from the National Assessment of Educational Progress, Social Studies 1971-1972: Knowledge of Institutions–Task 3. Final Report.
ED 100 742 (B.GEN.b)

Government Role
National Assessment: Backgrounds and Projections
EJ 137 938 (B.GEN.a)
Oversight Hearing on Reading and Writing Achievement. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session.
ED 209 635 (B.GEN.b)

Grade 12
Basic Life Skills: Results Manual. Package Nos. 12 through 17.
ED 167 602 (A.SPEC.c.(1).(d))
Career Development Needs of Seventeen Year Olds: How to Improve Career Development Programs.
ED 147 555 (B.1.COD.(1).(d))

Grade 4
Career Development Needs of Nine-Year Olds: How to Improve Career Development Programs.
ED 147 497 (B.1.COD.(1).(d))
How Can Local School Districts Use NAEP Data.
ED 147 372 (B.GEN.a)
Reading Scores of American Nine Year Olds: NAEP's Tests
EJ 158 671 (B.1.READ.(2).(d))

Grade 8
Career Development Needs of Thirteen-Year Olds: How to Improve Career Development Programs.
ED 147 498 (B.1.COD.(1).(d))

Graduate Study
Graduation: 1976.
ED 136 627 (B.GEN.c)

Graduation
Graduation: 1976.
ED 136 627 (B.GEN.c)

Graduation Requirements
Competency Testing: An Encounter with the Future.
ED 187 758 (B.GEN.c)
Graduation: 1976.
ED 136 627 (B.GEN.c)
Minimal Competency Measurement Conference: Summary Report.
ED 127 376 (A.GEN.a)

Grammar
Writing Mechanics, 1969-1974: A Capsule Description of Changes in Writing Mechanics.
ED 113 736 (A.1.WRIT.(2).(d))

Graphs
Making and Interpreting Graphs and Tables: Results and Implications from National Assessment.
EJ 237 426 (B.1.MATH.(2).(d))

Groups
The Essence of Balancing: Adjustment of Group Effects.
ED 104 936 (B.GEN.a)
An Evaluation of Some Methods Used in the National Assessment of Educational Progress. Final Report.
ED 131 119 (B.GEN.a)

Guidelines
The Competency Movement: Problems and Solutions. AASA Critical Issues Report.
ED 150 677 (B.GEN.b)
Education for Citizenship: A Bicentennial Survey. User Manual for Replicating the Citizenship Survey.
ED 132 079 (A.1.CIT.(2).(c))
Social Studies Strands Goals and End-of-Twelfth-Grade Objectives.
ED 142 494 (B.1.SOC.(2).(b))

Guides
Category Scoring Techniques from National Assessment: Applications to Free Response Items from Career and Occupational Development.
ED 133 350 (A.1.COD.(1).(c))
Guide for an Assessment of Basic Life Skills.
ED 139 919 (A.SPEC.c.(1).(b))

Health Education
Technical Information and Data from the 1977 Young Adult Assessment of Health, Energy and Reading; Released Exercises, National and Group Results.
ED 193 260 (A.GEN.b)

Health Services
Checkup: A National Assessment of Health Awareness Among 17-Year-Olds and Young Adults. Report No. 08-H-01.
ED 160 604 (A.SPEC.g.(1).(d))

Hearings
Oversight Hearing on Mathematics

Achievement. Hearing Before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session (Washington, DC, October 23, 1979).
ED 182 190 (B.GEN.b)

High School Graduates
Graduation: 1976.
ED 136 627 (B.GEN.c)

High School Seniors
Achievement Test Scores in Mathematics and Science.
EJ 249 182 (B.GEN.b)
The Menomonee Falls, Wisconsin Experience.
ED 137 410 (B.1.READ.(2).(c))

High School Students
High School Students Lag in Science
EJ 185 917 (B.1.SCI.(3).(d))

Higher Education
Digest of Educational Statistics, 1972 Edition.
ED 083 677 (B.GEN.b)
Digest of Educational Statistics, 1974 Edition.
ED 104 018 (B.GEN.b)
Digest of Education Statistics. 1975 Edition.
ED 123 755 (B.GEN.b)

Hispanic Americans
Performance of Hispanic Students in Two National Assessments of Reading.
ED 217 397 (A.1.READ.(3).(d))

History
The Past is Pertinent
EJ 099 002 (B.1.COD.(1).(c))

History Instruction
Conference on the Teaching of History (North Texas State University, Denton, Texas).
ED 162 950 (B.GEN.b)
Which History Is Most Important? Views from Secondary History Teachers.
ED 159 128 (B.GEN.b)

Homework
Analysis of Supplemental Background Questions on Homework and TV.
ED 159 055 (A.GEN.b)

Human Relations
National Assessment of Educational Progress. Citizenship: National Results. Report 2.
ED 049 113 (A.1.CIT.(1).(d))
National Assessment of Educational Progress. Social Studies Objectives.
ED 049 111 (A.1.SOC.(1).(b))
National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results–Partial. Observations and Commentary of a Panel of Reviewers.
ED 049 112 (A.1.CIT.(1).(d))

Hypothesis Testing
Jackknifing Disattenuated Correlations: National Assessment of Educational Progress.
ED 064 393 (B.GEN.a)

I Dont Know Response Option (Tests)
The Effect of Position and Format on the Difficulty of Assessment Exercises.
ED 124 589 (A.GEN.a)
Multiple Choice Test Bias Uncovered by Use of an "I Don't Know" Alternative.
ED 121 824 (A.GEN.a)

Imagination
Understanding Imaginative Language: Theme 1 of the National Assessment of Literature.
ED 077 002 (A.1.LIT.(1).(d))

Individual Differences
The Essence of Balancing: Adjustment of Group Effects.
ED 104 936 (B.GEN.a)
Multiple Choice Test Bias Uncovered by Use of an "I Don't Know" Alternative.
ED 121 824 (A.GEN.a)
School and the 17-Year-Old: A Comparison of Career Development Skills of 17-Year-Olds Attending School and Those Not Attending.
ED 155 328 (A.1.COD.(1).(d))

Individual Testing
Supplementary Frame Assessment Phase II Manual.
ED 206 670 (A.GEN.a)

Individualized Education Programs
A Research Strategy for Educational Improvement.
EJ 258 902 (B.GEN.c)

Individualized Instruction
A Design to Study the Effectiveness of Well-Implemented Individualized Instruction in Compensatory Reading and Mathematics Programs. Final Report.
ED 117 215 (B.GEN.b)

Information Dissemination
Dissemination–Task 5. [And] Social Studies Educators Rate the NAEP Social Studies Exercises–Task 6. Final Reports.
ED 100 746 (B.GEN.b)
From NAEP.....
EJ 096 960 (B.GEN.b)
Keys to Research, Utilization and Adoption. A Study Conducted with a Grant from The Ford Foundation Focusing on Selected Aspects of Agriculture, Economics and Health.
ED 154 200 (A.GEN.a)

Information Needs
Data Base Management Needs of National Assessment and Ways to Meet Those Needs.
ED 196 430 (A.GEN.a)
Differential Changes in Levels of Achievement for Students in Three Age Groups.
EJ 202 273 (B.GEN.b)
Major Informational Needs of National Assessment Audiences and Ways to Enhance the Assessment's Utility in Meeting Those Needs.
ED 194 576 (A.GEN.a)
The National Assessment of Educational Progress: Its Results Need to be Made More Useful. Report to the Congress by the Comptroller General of the United States.
ED 129 897 (B.GEN.b)

Information Retrieval
Reference Materials: Theme 4, Reading.
ED 079 687 (A.1.READ.(1).(d))

Information Systems
Proceedings of the 1970 Invitational Conference on Testing Problems.
ED 052 264 (B.GEN.c)

Information Utilization
Exploring National Assessment Data through Secondary Analysis.
ED 223 679 (A.GEN.b)
National Assessment Achievements: Findings, Interpretations and Uses. Report No. 48.
ED 097 348 (A.GEN.b)
The National Assessment of Educational Progress: Its Results Need to be Made More Useful. Report to the Congress by the Comptroller General of the United States.
ED 129 897 (B.GEN.b)

Inquiry
What Research Says to the Science Teacher, Volume 3. Science Education Information Report.
ED 205 367 (B.GEN.b)

Inservice Education
The New Social History in the High School Classroom.
ED 168 932 (B.1.SOC.(1).(b))

Inservice Teacher Education
Trends in Written Composition.
ED 177 571 (B.GEN.a)

Institutional Cooperation
From NAEP.....
EJ 096 960 (B.GEN.b)

Instruction
Basic Concepts of Probability–What Do People Know?
EJ 195 195 (B.1.MATH.(2).(d))
Notes from National Assessment: Basic Concepts of Area and Volume
EJ 126 756 (B.1.MATH.(1).(d))
Notes from National Assessment: Perimeter and Area
EJ 128 372 (B.1.MATH.(1).(d))
Overview and Analysis of School Mathematics, Grades K-12.
ED 115 512 (B.1.MATH.(1).(d))

Instructional Materials
DEA News, Number 2, Spring and Summer 1974.
ED 093 762 (B.1.SOC.(1).(a))

Integrated Activities
The Reading-Writing-Thinking Connection.
ED 208 374 (B.1.LIT.(2).(d))

Intelligence
Assessment Programs–Implications for Education. Educational Goals and Public Priorities: Education Commission of the States Annual Meeting. (5th, Boston, Massachusetts, July 7-9, 1971.) Clinic Session No. 5
EJ 045 703 (A.GEN.c)
National Assessment and Rural Education.
ED 085 127 (B.GEN.c)

Inter Rater Reliability
Estimating Scorer Agreement for Nominal Categorization Systems.
EJ 260 758 (B.GEN.a)

Interpretive Reading
Research Report
EJ 075 336 (B.1.READ.(1).(d))

Interrater Reliability
Measures of Scorer Agreement and Patterns of Disagreement.
ED 193 307 (A.GEN.a)

Iowa

Iowa Assessment Report in Mathematics, 1975-76 School Year.
ED 125 894 (B.GEN.a)

Item Analysis
Mathematics Technical Report: Exercise Volume. National Assessment of Educational Progress. Report No. 04-MA-20.
ED 138 468 (A.1.MATH.(1).(b))

Item Banks
Guide for an Assessment of Basic Life Skills.
ED 139 819 (A.SPEC.c.(1).(b))
Math Resource Items for Minimal Competency Testing. A Collection of Math Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
ED 173 395 (A.SPEC.h.(1).(b))
National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Attitude Questions.
ED 127 200 (A.1.SCI.(2).(d))
Reading Resource Items for Minimal Competency Testing. A Collection of Reading Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
ED 173 394 (A.SPEC.a.(1).(b))

Jackknifing Technique
Jackknifing Disattenuated Correlations: National Assessment of Educational Progress.
ED 064 393 (B.GEN.a)

Job Skills
Adult Work Skills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development.
ED 130 079 (A.1.COD.(1).(d))
An Assessment of Career Development: Basic Work Skills. Career and Occupational Development Report No. 05-COD-02.
ED 135 987 (A.1.COD.(1).(d))
Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.
ED 177 329 (B.SPEC.c.(1).(b))
The First Assessment of Career and Occupational Development: Released Exercises (1973-74). No. 05-C02-25.
ED 192 079 (A.1.COD.(1).(b))

Junior High School Students
What Research Says.
EJ 242 980 (B.1.SCI.(3).(d))

Knowledge Level
Art Technical Report: Summary Volume. Selected Results from the First National Assessment of Art.
ED 155 125 (A.1.ART.(1).(d))
Assessment Measures Music Learning.
EJ 262 472 (B.1.MUS.(2).(d))
Basic Concepts of Probability–What Do People Know?
EJ 195 195 (B.1.MATH.(2).(d))
Changes in Political Knowledge and Attitudes, 1969-76. Selected Results from the Second National Assessments of Citizenship and Social Studies.
ED 166 123 (A.1.CIT.(2).(d))
Checkup: A National Assessment of Health Awareness Among 17-Year-Olds and Young Adults. Report No. 08-H-01.
ED 160 604 (A.SPEC.g.(1).(d))
Democratic Values and Pre-Adult Virtues: Tolerance, Knowledge and Participation.
ED 179 470 (B.1.CIT.(2).(d))
Educational Outcomes of Social Studies Programs in Rural Schools.
ED 171 461 (B.1.SOC.(1).(d))
Energy: Knowledge and Attitudes, A National Assessment of Energy Awareness Among Young Adults.
ED 166 017 (A.SPEC.e.(1).(d))
The First National Assessment of Career and Occupational Development: An Overview. Career and Occupational Development Report No. 05-COD-00.
ED 137 604 (A.1.COD.(1).(d))
Knowledge about Art. Selected Results from the First National Assessment of Art.
ED 151 270 (A.1.ART.(1).(d))
Measurement in Education: National Assessment Says.
ED 051 298 (B.GEN.a)
National Assessment and Science-Teaching
EJ 086 755 (B.1.SCI.(1).(d))
National Assessment Findings in Science 1969-1970: What Do They Mean?
EJ 086 691 (B.1.SCI.(1).(d))
National Assessment of Educational Progress.
EJ 226 446 (B.1.MATH.(2).(d))
School and the 17-Year-Old: A Comparison of Career Development Skills of 17-Year-Olds Attending School and Those Not Attending.
ED 155 328 (A.1.COD.(1).(d))

LAAAA
Data Base Management Needs of National Assessment and Ways to Meet Those Needs.
ED 196 430 (A.GEN.a)

Labor Needs
The Information Society: Are High School Graduates Ready?
ED 223 812 (A.GEN.b)

Language Arts
DoDDS Language Arts Assessment Results, 1977-78.
ED 184 133 (B.GEN.a)
National Assessment and the Teaching of English; Results of the First National Assessment of Educational Progress in Writing, Reading, and Literature–Implications for Teaching and Measurement in the English Language Arts.
ED 112 427 (B.GEN.b)
Reading Objectives.
ED 041 010 (A.1.READ.(1).(b))

Language Laboratories
Issues Related to Assessing Listening Ability.
ED 155 759 (A.GEN.a)

Language Research
Do Thirteen-Year-Olds Write as Well as Seventeen -Year-Olds?
EJ 047 932 (B.1.WRIT.(1).(d))
Writing Errors: Implications about Student Writers
EJ 089 338 (B.1.WRIT.(1).(d))

Language Usage
Five Empirically Based Composition Skills.
ED 162 337 (B.1.WRIT.(2).(d))

Leadership
A Current Assessment of How Community College Vocational Education Leadership Needs Are Met: Implications for the Future.
ED 200 261 (B.GEN.c)

Learning Laboratories
Issues Related to Assessing Listening Ability.
ED 155 759 (A.GEN.a)

Learning Motivation
Early Adolescent Sex Differences in Science Learning: Evidence from the National Assessment of Educational Progress.
EJ 253 004 (B.SPEC.b.(1).(d))

Learning Theories
Math and Sex: Are Girls Born with Less Ability?
EJ 237 494 (B.GEN.b)

Letters (Correspondence)
Explanatory and Persuasive Letter Writing: Selected Results from the Second National Assessment of Writing.
ED 135 006 (A.1.WRIT.(2).(d))

Listening
Issues Related to Assessing Listening Ability.
ED 155 759 (A.GEN.a)

Listening Comprehension Tests
Assessing Listening Ability: Relationships with Verbal Ability and Racial/Ethnic Bias.
ED 193 678 (A.GEN.b)
Issues Related to Assessing Listening Ability.
ED 155 759 (A.GEN.a)

Listening Skills
Assessing Listening Ability: Relationships with Verbal Ability and Racial/Ethnic Bias.
ED 193 678 (A.GEN.b)
Issues Related to a National Assessment of Speaking and Listening Skills.
ED 146 656 (A.GEN.a)
Issues Related to Assessing Listening Ability.
ED 155 759 (A.GEN.a)

Literacy
Adult Reading Abilities: Definitions and Measurements.
ED 068 810 (A.1.READ.(1).(d))
Contributions of the National Assessment to Understanding the Problems of Literacy and Equity.
ED 192 294 (A.GEN.a)
Contributions of the National Assessment to Understanding the Problems of Literacy. No. 08-FL-50.
ED 192 259 (A.SPEC.f.(1).(c))
Functional Literacy–Basic Reading Performance; An Assessment of In-School 17-Year-Olds in 1974. Press Summary.
ED 112 389 (A.SPEC.f.(1).(d))
A Handbook of the Mini-Assessment of Functional Literacy–1974 and 1975; Functional Literacy Basic Reading Performance.
ED 134 951 (A.SPEC.f.(1).(c))
Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
EJ 219 576 (B.GEN.b)
Oversight Hearing on Reading Programs

and Hearing on H. R. 8304 and H. R. 9048; Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 94th Congress, First Session on H. R. 8304 and H. R. 9048, November 13, 1975.
ED 117 688 (B.GEN.b)
Statistical/Documentary Report, 1974 and 1975 Assessments of 17-Year-Old Students, Summary Volume; Functional Literacy Basic Reading Performance.
ED 134 954 (A.SPEC.f.(1).(d))

Literary Criticism
Literature: Released Exercises.
ED 077 019 (A.1.LIT.(1).(b))
Reading Objectives.
ED 041 010 (A.1.READ.(1).(b))
Responding to Literature: Theme 2, Literature.
ED 077 020 (A.1.LIT.(1).(d))

Literary Discrimination
Highlights of the First National Assessment of Literature.
ED 072 461 (A.1.LIT.(1).(d))
Literature Objectives.
ED 041 009 (A.1.LIT.(1).(b))
Literature: Summary Data.
ED 079 685 (A.1.LIT.(1).(d))
Recognizing Literary Works and Characters: Theme 3, Literature.
ED 078 425 (A.1.LIT.(1).(d))
Understanding Imaginative Language: Theme 1 of the National Assessment of Literature.
ED 077 002 (A.1.LIT.(1).(d))

Literary Genres
Literature: Summary Data.
ED 079 685 (A.1.LIT.(1).(d))

Literature
Highlights of the First National Assessment of Literature.
ED 072 461 (A.1.LIT.(1).(d))
Literature Objectives.
ED 041 009 (A.1.LIT.(1).(b))
Literature Objectives; Second Assessment.
ED 113 737 (A.1.LIT.(2).(b))
Reading and Literature: General Information Yearbook.
ED 072 421 (A.GEN.a)
Recognizing Literary Works and Characters: Theme 3, Literature.
ED 078 425 (A.1.LIT.(1).(d))

Literature Appreciation
Enjoying the Red Camelias of Children's Literature.
ED 169 559 (B.GEN.b)
Highlights of the First National Assessment of Literature.
ED 072 461 (A.1.LIT.(1).(d))
How Students Feel About Literature
EJ 093 925 (B.1.LIT.(1).(d))
Literature Objectives; Second Assessment.
ED 113 737 (A.1.LIT.(2).(b))
Literature: Released Exercises.
ED 077 019 (A.1.LIT.(1).(b))
Literature: Summary Data.
ED 079 685 (A.1.LIT.(1).(d))
The National Assessment of Literature: A Review
EJ 130 872 (B.1.LIT.(1).(c))
Reading and Literature Objectives, 1979-80 Assessment. No. 11-RL-10.
ED 185 503 (A.1.READ.(3).(b))
Reading, Thinking and Writing: Results from the 1979-80 National Assessment of Reading and Literature.
ED 209 641 (A.1.LIT.(2).(d))
Reading, Thinking, Writing . . . and Teaching.
EJ 261 359 (B.GEN.b)
Responding to Literature: Theme 2, Literature.
ED 077 020 (A.1.LIT.(1).(d))
A Survey of Reading Habits: Theme 4, Literature.
ED 078 366 (A.1.LIT.(1).(d))

Literature Reviews
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature.
ED 096 348 (B.GEN.a)
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature. Appendix.
ED 096 349 (B.GEN.a)
Help for the Teacher of Written Composition (K-9): New Directions in Research.
ED 120 731 (B.GEN.b)

Longitudinal Studies
Contributions of the National Assessment to Understanding the Problems of Literacy. No. 08-FL-50.
ED 192 259 (A.SPEC.f.(1).(c))
News Media and Politicization: American Youth 1969-1975.
ED 191 759 (B.1.CIT.(2).(d))
A Statement of Fact: The Size and Type of a Community Bear Upon Educational Results. A Look at National Assessment Results in Eight Learning Areas in the Light of Community Influence: A Special Report to Urban School Districts.
ED 106 399 (A.GEN.c)
The Status of National Assessment in Mathematics
EJ 090 172 (B.1.MATH.(1).(d))

Louisiana
Social Studies Highlights Report, 1974-75. Bulletin 1459.
ED 141 214 (B.GEN.a)

Low Achievement
Achievement Test Score Decline: Do We Need to Worry?
ED 120 263 (B.GEN.b)
Declining Admissions Test Scores.
ED 120 245 (B.GEN.b)
Knowledge of Science Declines
EJ 118 179 (B.1.SCI.(2).(d))
The Test Score Decline: Meaning and Issues.
ED 138 643 (B.GEN.b)

Maine Assessment of Educational Progress
Maine Assessment of Educational Progress, Report 2. Results Report 1: Citizenship and Writing, 1972.
ED 080 598 (B.GEN.a)

Management Information Systems
Data Base Management Needs of National Assessment and Ways to Meet Those Needs.
ED 196 430 (A.GEN.a)

Massachusetts
Assessing Speaking Skills: Issues of Feasibility, Reliability, Validity and Bias.
ED 197 413 (A.GEN.a)

Mathematical Applications
Consumer Math: Just How Knowledgeable Are U.S. Young Adults?
EJ 148 046 (B.1.MATH.(1).(d))
Consumer Math: Selected Results from the First National Assessment of Mathematics.
ED 111 696 (A.1.MATH.(1).(d))
Math Fundamentals: Selected Results from the First National Assessment of Mathematics.
ED 102 029 (A.1.MATH.(1).(d))
Math Resource Items for Minimal Competency Testing. A Collection of Math Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
ED 173 395 (A.SPEC.h.(1).(b))
Units of Measure: Results and Implications from National Assessment.
EJ 241 137 (B.1.MATH.(2).(d))

Mathematical Concepts
Concepts of the Fundamental Operations: Results and Implications from National Assessment.
EJ 237 356 (B.1.MATH.(2).(d))
Decimals: Results and Implications from National Assessment.
EJ 243 023 (B.1.MATH.(2).(d))
The Second National Assessment in Mathematics: Area and Volume.
EJ 257 007 (B.1.MATH.(2).(d))
Solving Verbal Problems: Results and Implications from National Assessment.
EJ 230 908 (B.1.MATH.(2).(d))
Units of Measure: Results and Implications from National Assessment.
EJ 241 137 (B.1.MATH.(2).(d))

Mathematical Models
Concepts of the Fundamental Operations: Results and Implications from National Assessment.
EJ 237 356 (B.1.MATH.(2).(d))

Mathematics
Analysis of Supplemental Background Questions on Homework and TV.
ED 159 055 (A.GEN.b)
An Analysis of the Results of the Florida Educational Assessment Using the NAEP Model. Reading and Mathematics, 1974-75.
ED 137 412 (B.GEN.a)
Basic Mathematics Skills and Vocational Education. Information Series No. 199.
ED 186 608 (B.GEN.b)
Black Students' Performance in the National Assessments of Science and Mathematics.
ED 201 692 (A.GEN.b)
How Can Local School Districts Use NAEP Data.
ED 147 372 (B.GEN.a)
Issues and Procedures in the Development of Criterion Referenced Tests.
ED 083 284 (B.GEN.a)
A Measurement of the Basic Consumer-Related Mathematical Competency of Urban Grade 12 Students. Report No. 78:20.
ED 163 026 (B.1.MATH.(1).(d))
Minnesota Educational Assessment: Pilot Phase Results. Summary Report.

ED 089 464 (B.GEN.a)
National Assessment in Mathematics
EJ 036 445 (B.1.MATH.(1).(a))
National Assessment of Educational Progress. The First National Assessment of Mathematics: An Overview.
ED 127 198 (A.1.MATH.(1).(d))
Reading and Mathematics Achievement in Public and Private Schools: Is There a Difference?
ED 206 682 (A.GEN.b)

Mathematics Achievement
Supplementary Mathematics Probe Study. Final Report.
ED 222 553 (B.SPEC.h.(1).(d))

Mathematics Curriculum
The Current Status of Computer Literacy: NAEP Results for Secondary Students.
EJ 237 482 (B.1.MATH.(2).(d))
Folk Mathematics.
EJ 241 193 (B.1.MATH.(2).(d))
A Geometry Lesson from National Assessment.
EJ 239 318 (B.1.MATH.(2).(d))
NAEP Note: Problem Solving.
EJ 230 922 (B.1.MATH.(2).(d))
A Plan for a Mathematics Curriculum with a Focus on Problem Solving for Elementary Grades K-5.
ED 210 180 (B.GEN.b)
Results from the Second Mathematics Assessment of the National Assessment of Educational Progress.
ED 204 107 (B.1.MATH.(2).(d))
Sex-Related Differences in Mathematics: Results from National Assessment.
EJ 254 217 (B.1.MATH.(2).(d))
Students' Affective Responses to Mathematics: Results and Implications from National Assessment.
EJ 232 917 (B.1.MATH.(2).(d))
Students' Affective Responses to Mathematics: Secondary School Results from National Assessment.
EJ 232 909 (B.1.MATH.(2).(d))
What Are the Chances of Your Students Knowing Probability?
EJ 246 318 (B.1.MATH.(2).(d))

Mathematics Education
Assessing Mathematical Achievement.
ED 184 809 (B.GEN.b)
Basic Concepts of Probability-What Do People Know?
EJ 195 195 (B.1.MATH.(2).(d))
Calculators in Testing Situations: Results and Implications from National Assessment.
EJ 239 344 (B.1.MATH.(2).(d))
Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics.
ED 177 011 (A.1.MATH.(2).(d))
Computational Competencies of Prospective Elementary Mathematics Teachers
EJ 174 237 (B.1.MATH.(1).(d))
Computational Skill in Division: Results and Implications from National Assessment.
EJ 242 908 (B.1.MATH.(2).(d))
Concepts of the Fundamental Operations: Results and Implications from National Assessment.
EJ 237 356 (B.1.MATH.(2).(d))
Connecticut Assessment of Educational Progress: Mathematics, 1979-80. Summary and Interpretations Report.
ED 205 608 (B.GEN.b)
Consumer Math: Selected Results from the First National Assessment of Mathematics.
ED 111 696 (A.1.MATH.(1).(d))
Decimals: Results and Implications from National Assessment.
EJ 243 023 (B.1.MATH.(2).(d))
Effects of Home and School on Learning Mathematics, Political Knowledge and Political Attitudes.
ED 171 518 (A.GEN.b)
Folk Mathematics.
EJ 241 193 (B.1.MATH.(2).(d))
Fractions: Results and Implications from National Assessment.
EJ 246 313 (B.1.MATH.(2).(d))
Iowa Assessment Report in Mathematics, 1975-76 School Year.
ED 125 894 (B.GEN.a)
Literacy and Numeracy in Australian Schools
EJ 162 896 (B.GEN.b)
Making and Interpreting Graphs and Tables: Results and Implications from National Assessment.
EJ 237 426 (B.1.MATH.(2).(d))
Math and Sex: Are Girls Born with Less Ability?
EJ 237 494 (B.GEN.b)
Mathematical Applications: Selected Results from the Second Assessment of Mathematics.
ED 176 965 (A.1.MATH.(2).(d))
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.
ED 176 964 (A.1.MATH.(2).(d))
Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.
ED 182 174 (A.1.MATH.(2).(d))
Mathematics Objectives: Second Assessment.
ED 156 439 (A.1.MATH.(2).(b))
Mathematics Objectives, 1981-82 Assessment.
ED 211 352 (A.1.MATH.(3).(b))
Mathematics Technical Report: Exercise Volume. National Assessment of Educational Progress. Report No. 04-MA-20.
ED 138 468 (A.1.MATH.(1).(b))
Mathematics Technical Report: Summary Volume.
ED 186 279 (A.1.MATH.(2).(d))
Mathematics Technical Report: Summary Volume. National Assessment of Educational Progress.
ED 129 636 (A.1.MATH.(1).(d))
Math Fundamentals: Selected Results from the First National Assessment of Mathematics.
ED 102 029 (A.1.MATH.(1).(d))
NAEP Note: Problem Solving.
EJ 230 922 (B.1.MATH.(2).(d))
National Assessment in Mathematics
EJ 036 445 (B.1.MATH.(1).(a))
A National Assessment of Achievement and Participation of Women in Mathematics. Final Report.
ED 187 562 (A.GEN.b)
National Assessment of Educational Progress.
EJ 226 446 (B.1.MATH.(2).(d))
National Assessment of Educational Progress, Mathematics Objectives.
ED 063 140 (A.1.MATH.(1).(b))
Notes from National Assessment: Processes Used on Computational Exercises
EJ 135 036 (B.1.MATH.(1).(d))
Notes from National Assessment: Recognizing and Naming Solids
EJ 130 258 (B.1.MATH.(1).(d))
Notes from National Assessment: Word Problems
EJ 140 099 (B.1.MATH.(1).(d))
Oversight Hearing on Mathematics Achievement. Hearing Before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session (Washington, DC, October 23, 1979).
ED 182 190 (B.GEN.b)
Overview and Analysis of School Mathematics, Grades K-12.
ED 115 512 (B.1.MATH.(1).(d))
Procedural Handbook: 1977-78 Mathematics Assessment.
ED 186 280 (A.1.MATH.(2).(c))
Research Implications and Questions From the Year 04 NAEP Mathematics Assessment
EJ 148 897 (B.1.MATH.(1).(d))
Results and Implications of the NAEP Mathematics Assessment: Elementary School
EJ 126 749 (B.1.MATH.(1).(d))
Results and Implications of the NAEP Mathematics Assessment: Secondary School
EJ 126 740 (B.1.MATH.(1).(d))
Results from the First Mathematics Assessment of the National Assessment of Educational Progress.
ED 156 443 (B.1.MATH.(1).(d))
Results from the Second Mathematics Assessment of the National Assessment of Educational Progress.
ED 204 107 (B.1.MATH.(2).(d))
Results of the Second NAEP Mathematics Assessment: Secondary School.
EJ 224 414 (B.1.MATH.(2).(d))
Science and Society in the Education of Citizens.
EJ 241 212 (B.1.SCI.(3).(d))
The Second Assessment of Mathematics, 1977-78, Released Exercise Set.
ED 187 543 (A.1.MATH.(2).(b))
The Second National Assessment in Mathematics: Area and Volume.
EJ 257 007 (B.1.MATH.(2).(d))
Selected Supplemental Mathematics Exercises. National Assessment of Educational Progress.
ED 183 388 (A.SPEC.h.(1).(b))
Solving Verbal Problems: Results and Implications from National Assessment.
EJ 230 908 (B.1.MATH.(2).(d))
The Status of National Assessment in Mathematics
EJ 090 172 (B.1.MATH.(1).(d))
Students' Affective Responses to Math-

ematics: Secondary School Results from National Assessment.
EJ 232 909 (B.1.MATH.(2).(d))
Subtraction: What do Students Know?
EJ 130 107 (B.1.MATH.(1).(d))
Units of Measure: Results and Implications from National Assessment.
EJ 241 137 (B.1.MATH.(2).(d))
Using Research in Teaching. Notes from National Assessment: Addition and Multiplication with Fractions
EJ 133 404 (B.1.MATH.(1).(d))
Using Research in Teaching: Notes from National Assessment: Estimation
EJ 139 903 (B.1.MATH.(1).(d))

Mathematics Education Research
Achievement and Participation of Women in Mathematics: An Overview. Report of a Two-Year Study.
ED 184 878 (A.GEN.b)
Calculators in Testing Situations: Results and Implications from National Assessment.
EJ 239 344 (B.1.MATH.(2).(d))
Computational Skill in Division: Results and Implications from National Assessment.
EJ 242 908 (B.1.MATH.(2).(d))
Concepts of the Fundamental Operations: Results and Implications from National Assessment.
EJ 237 356 (B.1.MATH.(2).(d))
The Current Status of Computer Literacy: NAEP Results for Secondary Students.
EJ 237 482 (B.1.MATH.(2).(d))
Decimals: Results and Implications from National Assessment.
EJ 243 023 (B.1.MATH.(2).(d))
A Geometry Lesson from National Assessment.
EJ 239 318 (B.1.MATH.(2).(d))
Making and Interpreting Graphs and Tables: Results and Implications from National Assessment.
EJ 237 426 (B.1.MATH.(2).(d))
Math and Sex: Are Girls Born with Less Ability?
EJ 237 494 (B.GEN.b)
Minorities and Mathematics: Results from the National Assessment of Educational Progress.
EJ 254 218 (B.1.MATH.(2).(d))
Results from the Second Mathematics Assessment of the National Assessment of Educational Progress.
ED 204 107 (B.1.MATH.(2).(d))
The Second National Assessment in Mathematics: Area and Volume.
EJ 257 007 (B.1.MATH.(2).(d))
Sex-Related Differences in Mathematics: Results from National Assessment.
EJ 254 217 (B.1.MATH.(2).(d))
Students' Affective Responses to Mathematics: Secondary School Results from National Assessment.
EJ 232 909 (B.1.MATH.(2).(d))
Units of Measure: Results and Implications from National Assessment.
EJ 241 137 (B.1.MATH.(2).(d))
What Are the Chances of Your Students Knowing Probability?
EJ 246 318 (B.1.MATH.(2).(d))

Mathematics Instruction
Computational Skill in Division: Results and Implications from National Assessment.
EJ 242 908 (B.1.MATH.(2).(d))
Fractions: Results and Implications from National Assessment.
EJ 246 313 (B.1.MATH.(2).(d))
A Geometry Lesson from National Assessment.
EJ 239 318 (B.1.MATH.(2).(d))
A National Assessment of Performance and Participation of Women in Mathematics. Annual Report.
ED 176 961 (A.GEN.b)
Units of Measure: Results and Implications from National Assessment.
EJ 241 137 (B.1.MATH.(2).(d))
What Are the Chances of Your Students Knowing Probability?
EJ 246 318 (B.1.MATH.(2).(d))

Matrices
Exploring National Assessment Data Using Singular Value Decomposition.
ED 107 720 (A.GEN.a)

Measurement
National Assessment and Social Indicators, January 1973.
ED 082 290 (B.GEN.b)
The Second National Assessment in Mathematics: Area and Volume.
EJ 257 007 (B.1.MATH.(2).(d))
Units of Measure: Results and Implications from National Assessment.
EJ 241 137 (B.1.MATH.(2).(d))
The Use, Misuse, and Abuse of Tests.
ED 051 281 (B.GEN.b)

Measurement Instruments
Connecticut Assessment of Educational Progress Citizenship/Social Studies 1977-78 Technical Report.
ED 173 185 (B.GEN.b)
Evaluating Social Studies and Citizenship Education.
ED 100 744 (B.GEN.b)
Issues Related to a National Assessment of Speaking and Listening Skills.
ED 146 656 (A.GEN.a)
Maine Assessment of Educational Progress, Report 2. Results Report 1: Citizenship and Writing, 1972.
ED 080 598 (B.GEN.a)
The National Assessment Approach to Exercise Development.
ED 067 402 (A.GEN.a)
National Assessment Measuring American Education.
ED 068 513 (A.GEN.c)
On the Need for Criterion Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship.
ED 100 745 (B.GEN.b)
The Primary Trait System for Scoring Writing Tasks.
ED 124 942 (A.1.WRIT.(2).(c))
What Is National Assessment?
ED 067 394 (A.GEN.c)
Writing Mechanics, 1969-1974: A Capsule Description of Changes in Writing Mechanics.
ED 113 736 (A.1.WRIT.(2).(d))

Measurement Objectives
Issues Related to a National Assessment of Speaking and Listening Skills.
ED 146 656 (A.GEN.a)
National Assessment of Educational Progress. Music Objectives.
ED 063 197 (A.1.MUS.(1).(b))
Reading and Literature: General Information Yearbook.
ED 072 421 (A.GEN.a)
Social Studies Objectives, Second Assessment. National Assessment of Educational Progress.
ED 097 288 (A.1.SOC.(2).(b))
A Speculative View of the Needs in Educational Measurement in Higher Education in the 1980s.
ED 178 570 (B.GEN.b)

Measurement Techniques
Access to Schools and Nonstudents.
ED 194 601 (A.GEN.a)
Assessing Speaking Skills: Issues of Feasibility, Reliability, Validity and Bias.
ED 197 413 (A.GEN.a)
The Changing World of Mental Measurement and Its Social Significance.
ED 044 438 (B.GEN.a)
The Next Stage in Educational Assessment.
EJ 262 683 (B.GEN.b)
Relationships Among Measures of Writing Skill.
ED 224 812 (B.GEN.a)
Student Involvement in Test Development.
ED 069 699 (B.GEN.a)
The Uneasy Compromise: Bringing Together Testers and Teachers of English.
ED 186 929 (B.GEN.b)

Menomonee Falls Public Schools WI
The Menomonee Falls, Wisconsin Experience.
ED 137 410 (B.1.READ.(2).(c))

Mental Computation
Folk Mathematics.
EJ 241 193 (B.1.MATH.(2).(d))

Methods
How Much Are Our Young People Learning? The Story of the National Assessment. Fastback 68.
ED 123 244 (B.GEN.b)
In-School Field Operations and Data Collection Activities, Year 11. Final Report.
ED 206 695 (A.GEN.a)
Sampling and Weighting Activities for Assessment Year 11. Final Report on National Assessment of Educational Progress.
ED 206 703 (A.GEN.a)

Middle Class Standards
A View of Power: Four Essays on the National Assessment of Educational Progress.
ED 171 743 (B.GEN.b)

Minimum Competency Testing
Basic Skills in Composition: Measurement, Competency Testing, Instructional Technique.
ED 179 954 (B.GEN.b)
The Competency Challenge: What Schools Are Doing.
ED 162 417 (B.GEN.b)
Competency Testing: An Encounter with the Future.
ED 187 758 (B.GEN.c)
How Competent are the Writing Competency Tests?

ED 179 958 (B.GEN.b)
Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
EJ 219 576 (B.GEN.b)
Math Resource Items for Minimal Competency Testing. A Collection of Math Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
ED 173 395 (A.SPEC.h.(1).(b))
The NAEP Conference on Minimum Competency Testing.
EJ 208 033 (B.GEN.b)
National Assessment: A Model for State and Local Competency Mandates?
EJ 209 442 (B.GEN.b)
Reading Resource Items for Minimal Competency Testing. A Collection of Reading Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
ED 173 394 (A.SPEC.a.(1).(b))
Test Scores and Attainment Rates.
EJ 251 946 (B.SPEC.c.(1).(b))

Minority Group Children
Minorities and Mathematics: Results from the National Assessment of Educational Progress.
EJ 254 218 (B.1.MATH.(2).(d))

Minority Groups
Minorities and Mathematics: Results from the National Assessment of Educational Progress.
EJ 254 218 (B.1.MATH.(2).(d))

Mississippi (North)
An Assessment of the Social Studies Achievement of Thirteen-Year-Olds in Rural Public Schools of North Mississippi.
ED 147 040 (B.GEN.b)

Models
Administration's Janus: The Two Faces of Educational Evaluation
EJ 068 036 (B.GEN.b)
Assessment As Exploratory Research: A Theoretical Overview.
ED 160 646 (A.GEN.a)
Jackknifing Disattenuated Correlations: National Assessment of Educational Progress.
ED 064 393 (B.GEN.a)
Potential Uses of the National Assessment Model at the State and Local Levels.
ED 093 906 (B.1.CIT.(1).(d))
Potential Uses of the National Assessment Model at the State and Local Levels–Task 4. Final Report.
ED 100 743 (B.GEN.b)
Use of the Model at the State and Local Levels.
ED 088 750 (B.GEN.a)

Modern Language Curriculum
Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education. The ACTFL Foreign Language Education Series.
ED 197 596 (B.GEN.b)

Montgomery County
Application of NAEP Writing Assessment Procedures in Montgomery County, Maryland. Summary.
ED 074 079 (B.1.WRIT.(1).(c))

Multiple Choice Tests
Assessment of Reading Growth, Level (Age) 9, and Level (Age) 13: Teachers/Administrators Manual.
ED 177 181 (B.1.READ.(2).(b))
The Effect of Position and Format on the Difficulty of Assessment Exercises.
ED 124 589 (A.GEN.a)
Multiple Choice Test Bias Uncovered by Use of an "I Don't Know" Alternative.
ED 121 824 (A.GEN.a)
Reexamination of Multiple-Choice Testing
EJ 023 713 (B.GEN.a)

Multiple Regression Analysis
Probing a Model of Educational Productivity in Science with National Assessment Samples of Early Adolescents.
EJ 248 026 (B.1.SCI.(3).(d))

Music
The First Music Assessment: An Overview. National Assessment of Educational Progress Report No. 03-MU-00.
ED 097 275 (A.1.MUS.(1).(d))
The First National Assessment of Musical Performance, Report 03-MU-01.
ED 155 126 (A.1.MUS.(1).(d))
Music Objectives: Second Assessment.
ED 183 434 (A.1.MUS.(2).(b))
Music 1971-79: Results From the Second National Music Assessment.
ED 210 226 (A.1.MUS.(2).(d))
A Perspective on the First Music Assessment. National Assessment of Education Progress Report No. 03-MU-02.
ED 097 276 (A.1.MUS.(1).(d))
Procedural Handbook, 1978-79 Music Assessment.
ED 211 413 (A.1.MUS.(2).(c))
Scoring Instrumental and Vocal Musical Performances.
ED 129 839 (A.1.MUS.(1).(c))
The Second Assessment of Music, 1978-79. Released Exercise Set.
ED 194 399 (A.1.MUS.(2).(b))

Music Appreciation
An Assessment of Attitudes Toward Music. National Assessment of Educational Progress.
ED 099 270 (A.1.MUS.(1).(d))

Music Education
Assessment Measures Music Learning.
EJ 262 472 (B.1.MUS.(2).(d))
An Assessment of Attitudes Toward Music. National Assessment of Educational Progress.
ED 099 270 (A.1.MUS.(1).(d))
'Dough'-re-mi Can Put Students on Key in Other Subjects
EJ 112 495 (B.1.MUS.(1).(d))
The First Music Assessment: An Overview. National Assessment of Educational Progress Report No. 03-MU-00.
ED 097 275 (A.1.MUS.(1).(d))
Music Objectives: Second Assessment.
ED 183 434 (A.1.MUS.(2).(b))
Music Technical Report: Exercise Volume. Music Report No. 03-MU-20.
ED 120 086 (A.1.MUS.(1).(b))
Music Technical Report: Summary Volume. Music Report No. 03-MU-21.
ED 114 348 (A.1.MUS.(1).(d))
A National Assessment of Achievement in Music Education
EJ 045 641 (B.1.MUS.(1).(d))
National Assessment of Educational Progress. Music Objectives.
ED 063 197 (A.1.MUS.(1).(b))
A Perspective on the First Music Assessment. National Assessment of Education Progress Report No. 03-MU-02.
ED 097 276 (A.1.MUS.(1).(d))
The Second Assessment of Music, 1978-79. Released Exercise Set.
ED 194 399 (A.1.MUS.(2).(b))

Music Techniques
A Perspective on the First Music Assessment. National Assessment of Education Progress Report No. 03-MU-02.
ED 097 276 (A.1.MUS.(1).(d))

National Advisory Committee on Math Education
Overview and Analysis of School Mathematics, Grades K-12.
ED 115 51[illegible] (B.1.MATH.(1).(d))

National Assessement of Educational Progress
Bloomington Writing Assessment 1977; Student Exercise, Teacher Directions, Scoring.
ED 155 692 (B.GEN.b)

National Assessment Educational Progress
Change in National Science Achievement: Some Analysis Problems.
ED 157 709 (A.1.SCI.(2).(c))

National Assessment of Educational Progress
Access to Schools and Nonstudents.
ED 194 601 (A.GEN.a)
Achievement and the Three R's: A Synopsis of National Assessment Findings in Reading, Writing and Mathematics.
ED 223 658 (A.GEN.b)
Adult Readers: Will They Need Basics Too?
ED 182 690 (A.SPEC.a.(1).(d))
Adult Work Skills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development.
ED 130 079 (A.1.COD.(1).(d))
An Analysis of a Selected Set of Exercises from the National Assessment of Educational Progress, Social Studies 1971-1972: Knowledge of Institutions–Task 3. Final Report.
ED 100 742 (B.GEN.b)
The Annual Conference on Large-Scale Assessment: Formal Papers and Selected Bibliography (Sixth, Boulder, Colorado, June 14-17, 1976).
ED 135 838 (A.GEN.a)
Application of the National Assessment Model to State and Local Assessment Needs
EJ 099 390 (B.GEN.a)
Art and Young Americans, 1974-79: Results from the Second National Art Assessment.
ED 212 538 (A.1.ART.(2).(d))
Art Technical Report: Summary Volume. Selected Results from the First National Assessment of Art.
ED 155 125 (A.1.ART.(1).(d))
Assessing Educational Attainments
EJ 139 744 (B.GEN.b)

Assessing Mathematical Achievement.
ED 184 809 (B.GEN.b)
Assessing Students' Political IQ
EJ 100 495 (B.1.SOC.(1).(d))
Assessment Measures Music Learning.
EJ 262 472 (B.1.MUS.(2).(d))
An Assessment of Career Development: Basic Work Skills. Career and Occupational Development Report No. 05-COD-02.
ED 135 987 (A.1.COD.(1).(d))
Assessment of Reading Growth, Level (Age) 9, and Level (Age) 13: Teachers/Administrators Manual.
ED 177 181 (B.1.READ.(2).(b))
An Assessment of the Social Studies Achievement of Thirteen-Year-Olds in Rural Public Schools of North Mississippi.
ED 147 040 (B.GEN.b)
Assessment Programs–Implications for Education. Educational Goals and Public Priorities: Education Commission of the States Annual Meeting. (5th, Boston, Massachusetts, July 7-9, 1971.) Clinic Session No. 5
EJ 045 703 (A.GEN.c)
Attitudes toward Art. Selected Results from the First National Assessment of Art.
ED 166 122 (A.1.ART.(1).(d))
Attitudes Toward Science: A Summary of Results from the 1976-77 National Assessment of Science.
ED 177 017 (A.1.SCI.(3).(d))
Basic Concepts of Probability–What Do People Know?
EJ 195 195 (B.1.MATH.(2).(d))
Basic Life Skills: Results Manual. Package Nos. 12 through 17.
ED 167 602 (A.SPEC.c.(1).(d))
Basic Life Skills. Technical Report. Report No. 08-BLS-21.
ED 177 170 (A.SPEC.c.(1).(c))
Bias: Psychometric and Social Implications for the National Assessment of Educational Progress.
ED 194 571 (A.GEN.a)
Black Students' Performance in the National Assessments of Science and Mathematics.
ED 201 692 (A.GEN.b)
Calculators in Testing Situations: Results and Implications from National Assessment.
EJ 239 344 (B.1.MATH.(2).(d))
Career and Occupational Development Items.
ED 145 201 (A.1.COD.(1).(b))
Career and Occupational Development Technical Report: Summary Volume. Career and Occupational Development Report No. 05-COD-21.
ED 176 019 (A.1.COD.(1).(d))
Category Scoring Techniques from National Assessment: Applications to Free Response Items from Career and Occupational Development.
ED 133 350 (A.1.COD.(1).(c))
Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics.
ED 177 011 (A.1.MATH.(2).(d))
Changes in Political Knowledge and Attitudes, 1969-76. Selected Results from the Second National Assessments of Citizenship and Social Studies.
ED 166 123 (A.1.CIT.(2).(d))
Changes in Social Studies Performance, 1972-76. Selected Results from the Second Assessment of Social Studies.
ED 161 791 (A.1.SOC.(2).(d))
Checkup: A National Assessment of Health Awareness Among 17-Year-Olds and Young Adults. Report No. 08-H-01.
ED 160 604 (A.SPEC.g.(1).(d))
Citizenship and Social Studies Objectives: 1981-82 Assessment.
ED 186 330 (A.1.CIT.(3).(b))
Citizenship: An Overview, 1975-76. Selected Results from the Second Assessment of Citizenship. Report No. 07-C-00.
ED 162 957 (A.1.SOC.(2).(d))
Citizenship/Social Studies Achievement: Trends over Time.
ED 153 906 (A.1.CIT.(2).(d))
A Closer Look at School Cutoff Dates and Achievement.
ED 216 050 (A.GEN.b)
Computational Competencies of Prospective Elementary Mathematics Teachers
EJ 174 237 (B.1.MATH.(1).(d))
Computational Skill in Division: Results and Implications from National Assessment.
EJ 242 908 (B.1.MATH.(2).(d))
The Condition of Student Writing
EJ 144 141 (B.1.WRIT.(2).(d))
Consumer Math: Just How Knowledgeable Are U.S. Young Adults?
EJ 148 046 (B.1.MATH.(1).(d))
Consumer Math: Selected Results from the First National Assessment of Mathematics.
ED 111 696 (A.1.MATH.(1).(d))
Consumer Skills Items. A Collection of Consumer Skills Items for State and Local Education Agencies to Draw upon in Custom-Building Their Own Consumer Skills Instruments.
ED 163 182 (A.SPEC.d.(1).(b))
Contemporary Social Issues. National Assessment of Educational Progress: Social Studies. Report No. 03-SS-02.
ED 097 271 (A.1.SOC.(1).(d))
Contributions of the National Assessment to Understanding the Problems of Literacy and Equity.
ED 192 294 (A.GEN.a)
Contributions of the National Assessment to Understanding the Problems of Literacy. No. 08-FL-50.
ED 192 259 (A.SPEC.f.(1).(c))
Critical Reading: Theme 8, Reading.
ED 078 387 (A.1.READ.(1).(d))
Critique of NAEP Objectives: Citizenship and Social Studies [and] Critique of NAEP Procedures–Task 1. Final Report Parts 1 and 2.
ED 100 740 (B.GEN.b)
The Current Status of Computer Literacy: NAEP Results for Secondary Students.
EJ 237 482 (B.1.MATH.(2).(d))
Data Base Management Needs of National Assessment and Ways to Meet Those Needs.
ED 196 430 (A.GEN.a)
Decimals: Results and Implications from National Assessment.
EJ 243 023 (B.1.MATH.(2).(d))
Design and Drawing Skills. Selected Results from the First National Assessment of Art, June 1977.
ED 141 249 (A.1.ART.(1).(d))
Dissemination–Task 5. [And] Social Studies Educators Rate the NAEP Social Studies Exercises–Task 6. Final Reports.
ED 100 746 (B.GEN.b)
Do Children Read Better Now Than 10 Years Ago?
ED 210 638 (B.1.READ.(3).(d))
Drawing Inferences: Theme 7, Reading.
ED 083 533 (A.1.READ.(1).(d))
Early Adolescent Sex Differences in Science Learning: Evidence from the National Assessment of Educational Progress.
EJ 253 004 (B.SPEC.b.(1).(d))
Educational Achievement and Sex Discrimination.
ED 115 701 (A.GEN.c)
Educational Outcomes of Social Studies Programs in Rural Schools.
ED 171 461 (B.1.SOC.(1).(d))
Education for Citizenship: A Bicentennial Survey. Citizenship/Social Studies Report.
ED 135 705 (A.1.CIT.(2).(d))
Education for Citizenship: A Bicentennial Survey. Results Manual for Replicating the Citizenship Survey.
ED 171 609 (A.1.CIT.(2).(d))
Education for Citizenship: A Bicentennial Survey. User Manual for Replicating the Citizenship Survey.
ED 132 079 (A.1.CIT.(2).(c))
Educators Assess Public Knowledge of Science
EJ 155 884 (B.1.SCI.(3).(a))
Effects of Home and School on Learning Mathematics, Political Knowledge and Political Attitudes.
ED 171 518 (A.GEN.b)
The Effects of the Rural School.
ED 201 460 (B.GEN.b)
Energy: Knowledge and Attitudes, A National Assessment of Energy Awareness Among Young Adults.
ED 166 017 (A.SPEC.e.(1).(d))
Estimating Scorer Agreement for Nominal Categorization Systems.
EJ 260 758 (B.GEN.a)
Evaluating Performance on National Assessment Objectives: Norm-Referenced and Criterion-Referenced Interpretations
EJ 108 228 (B.GEN.a)
Evaluating Social Studies and Citizenship Education.
ED 100 744 (B.GEN.b)
Exercise Administrator Administrative Instructions for Age Classes 1, 2 & 3. Year 11, October 1979-May 1980.
ED 206 669 (A.1.READ.(3).(c))
Explanatory and Persuasive Letter Writing: Selected Results from the Second National Assessment of Writing.
ED 135 006 (A.1.WRIT.(2).(d))
Exploring National Assessment Data through Secondary Analysis.
ED 223 679 (A.GEN.b)
Exploring National Assessment Data Using Singular Value Decomposition.
ED 107 720 (A.GEN.a)
Expressive Writing: Selected Results From the Second National Assessment of Writ-

ing.
ED 130 312 (A.1.WRIT.(2).(d))
The First Assessment of Career and Occupational Development: Released Exercises (1973-74). No. 05-C02-25.
ED 192 079 (A.1.COD.(1).(b))
The First Assessment of Reading, 1970-71 Assessment. Released Exercise Set. No. 02-R-25.
ED 191 017 (A.1.READ.(1).(b))
The First Music Assessment: An Overview. National Assessment of Educational Progress Report No. 03-MU-00.
ED 097 275 (A.1.MUS.(1).(d))
The First National Assessment of Musical Performance, Report 03-MU-01.
ED 155 126 (A.1.MUS.(1).(d))
The First Social Studies Assessment: An Overview. National Assessment of Educational Progress. Report No. 03-SS-00.
ED 095 060 (A.1.SOC.(1).(d))
Fractions: Results and Implications from National Assessment.
EJ 246 313 (B.1.MATH.(2).(d))
Functional Literacy: Basic Reading Performance; A Brief Summary and Highlights of an Assessment of 17-Year-Old Students in 1974 and 1975.
ED 133 704 (A.SPEC.f.(1).(d))
Functional Literacy-Basic Reading Performance; An Assessment of In-School 17-Year-Olds in 1974. Press Summary.
ED 112 389 (A.SPEC.f.(1).(d))
A Geometry Lesson from National Assessment.
EJ 239 318 (B.1.MATH.(2).(d))
Gleaning Significant Facts from Passages: Theme 5, Reading.
ED 078 360 (A.1.READ.(1).(d))
The Good News in Reading
EJ 156 580 (B.1.READ.(2).(d))
Graphic Materials: Theme 2, Reading.
ED 078 384 (A.1.READ.(1).(d))
Guide for an Assessment of Basic Life Skills.
ED 139 819 (A.SPEC.c.(1).(b))
Guidelines for Describing Three Aspects of Writing: Syntax, Cohesion and Mechanics.
ED 205 572 (A.1.WRIT.(3).(c))
Guide to an Assessment of Consumer Skills.
ED 163 181 (A.SPEC.d.(1).(c))
A Handbook of the Mini-Assessment of Functional Literacy-1974 and 1975; Functional Literacy Basic Reading Performance.
ED 134 951 (A.SPEC.f.(1).(c))
Has Title I Improved Education for Disadvantaged Students? Evidence from Three National Assessments of Reading.
ED 201 995 (A.1.READ.(3).(d))
Highlights and Trends from National Assessment: Changes in Reading Achievement, 1970-1975.
ED 128 766 (A.SPEC.f.(1).(d))
Highlights and Trends from National Assessment: Writing and Change in Writing Skills.
ED 128 814 (A.1.WRIT.(2).(d))
Highlights of the First National Assessment of Literature.
ED 072 461 (A.1.LIT.(1).(d))
High School Students Lag in Science
EJ 185 917 (B.1.SCI.(3).(d))
Hispanic Student Achievement in Five Learning Areas: 1971-75. National Assessment of Educational Progress Report No. BR-2, May 1977.
ED 138 414 (A.GEN.b)
How Have You Used National Assessment Materials? . . . Responses from Six Educators.
ED 222 550 (A.GEN.b)
How Much Are Our Young People Learning? The Story of the National Assessment. Fastback 68.
ED 123 244 (B.GEN.b)
How to Use the Findings from National Assessment
EJ 101 994 (B.GEN.b)
How Will National Assessment Change American Education?
EJ 044 149 (B.GEN.c)
A Humanistic Approach to Criterion Referenced Testing.
ED 081 842 (A.GEN.a)
Implications of National Assessment Writing Results.
ED 050 119 (B.1.WRIT.(1).(d))
In-School Field Operations and Data Collection Activities, Year 11. Final Report.
ED 206 695 (A.GEN.a)
In-School Quality Check Activities. Final Report of Year 11.
ED 206 694 (A.GEN.a)
Integration and Science Achievement
EJ 136 727 (B.1.SCI.(2).(d))
Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
EJ 219 576 (B.GEN.b)
Issues in the Analysis and Analysis of Change of National Assessment Data.
ED 194 605 (A.GEN.a)
Issues Related to Assessing Listening Ability.
ED 155 759 (A.GEN.a)
Keeping Up
EJ 142 267 (B.GEN.c)
Knowledge about Art. Selected Results from the First National Assessment of Art.
ED 151 270 (A.1.ART.(1).(d))
Knowledge of Science Declines
EJ 118 179 (B.1.SCI.(2).(d))
The Learning and Earning Force
EJ 004 472 (B.GEN.c)
Literature, Humanities, Media: Research Roundup
EJ 109 160 (B.GEN.c)
Literature Objectives.
ED 041 009 (A.1.LIT.(1).(b))
Literature Objectives; Second Assessment.
ED 113 737 (A.1.LIT.(2).(b))
Literature: Released Exercises.
ED 077 019 (A.1.LIT.(1).(b))
Literature: Summary Data.
ED 079 685 (A.1.LIT.(1).(d))
Main Ideas and Organization: Theme 6, Reading.
ED 079 688 (A.1.READ.(1).(d))
Major Informational Needs of National Assessment Audiences and Ways to Enhance the Assessment's Utility in Meeting Those Needs.
ED 194 576 (A.GEN.a)
Making and Interpreting Graphs and Tables: Results and Implications from National Assessment.
EJ 237 426 (B.1.MATH.(2).(d))
Male-Female Achievement in Eight Learning Areas: A Compilation of Selected Assessment Results.
ED 117 133 (A.GEN.c)
The Mass Testing of Writing: How Well Is It Being Done?
ED 158 310 (B.GEN.b)
Mathematical Applications: Selected Results from the Second Assessment of Mathematics.
ED 176 965 (A.1.MATH.(2).(d))
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.
ED 176 964 (A.1.MATH.(2).(d))
Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.
ED 182 174 (A.1.MATH.(2).(d))
Mathematics Objectives: Second Assessment.
ED 156 439 (A.1.MATH.(2).(b))
Mathematics Objectives, 1981-82 Assessment.
ED 211 352 (A.1.MATH.(3).(b))
Mathematics Technical Report: Exercise Volume. National Assessment of Educational Progress. Report No. 04-MA-20.
ED 138 468 (A.1.MATH.(1).(b))
Mathematics Technical Report: Summary Volume.
ED 186 279 (A.1.MATH.(2).(d))
Mathematics Technical Report: Summary Volume. National Assessment of Educational Progress.
ED 129 636 (A.1.MATH.(1).(d))
Math Fundamentals: Selected Results from the First National Assessment of Mathematics.
ED 102 029 (A.1.MATH.(1).(d))
Math Resource Items for Minimal Competency Testing. A Collection of Math Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
ED 173 395 (A.SPEC.h.(1).(b))
Measurement in Education: National Assessment Says.
ED 051 298 (B.GEN.a)
Measures of Scorer Agreement and Patterns of Disagreement.
ED 193 307 (A.GEN.a)
Measuring Educational Progress: A Study of the National Assessment.
ED 140 228 (B.GEN.b)
Measuring Educational Quality: Harold G. Shane Interviews Willard Wirtz on the National Assessment of Educational Progress.
EJ 255 106 (B.GEN.b)
Measuring the Quality of Education: A Report on Assessing Educational Progress.
ED 213 769 (B.GEN.b)
Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.
ED 199 299 (B.GEN.a)
Minorities and Mathematics: Results from the National Assessment of Educational Progress.
EJ 254 218 (B.1.MATH.(2).(d))
Music Objectives: Second Assessment.
ED 183 434 (A.1.MUS.(2).(b))

Music Technical Report: Exercise Volume. Music Report No. 03-MU-20.
ED 120 086 (A.1.MUS.(1).(b))
Music Technical Report: Summary Volume. Music Report No. 03-MU-21.
ED 114 348 (A.1.MUS.(1).(d))
Music 1971-79: Results From the Second National Music Assessment.
ED 210 226 (A.1.MUS.(2).(d))
NAEP Note: Problem Solving.
EJ 230 922 (B.1.MATH.(2).(d))
NAEP, Race, Sex and Political Attitudes.
ED 211 395 (B.1.SOC.(1).(d))
NAEP Reading Assessment.
EJ 227 755 (B.1.READ.(3).(d))
The NAEP Report on Changes in Political Knowledge and Attitudes, 1969-76
EJ 181 501 (B.1.CIT.(2).(d))
NAEP-Should We Kill the Messenger Who Brings Bad News?
EJ 158 670 (B.1.READ.(2).(d))
NAEP's Implicit Assumptions
EJ 167 859 (B.GEN.b)
NAEP's Second Round with Science
EJ 120 469 (B.1.SCI.(2).(d))
NAEP Year 11 Design Efficiency Study. Final Report.
ED 206 709 (A.GEN.a)
National Assessement: Are We Ready?
EJ 002 385 (B.GEN.c)
The National Assessment
EJ 017 015 (B.GEN.c)
National Assessment Achievements: Findings, Interpretations and Uses. Report No. 48.
ED 097 348 (A.GEN.b)
The National Assessment: A Critical Review and a New Direction
EJ 154 431 (B.GEN.c)
National Assessment: A Model for State and Local Competency Mandates?
EJ 209 442 (B.GEN.b)
National Assessment and Rural Education.
ED 085 127 (B.GEN.c)
National Assessment and Science-Teaching
EJ 086 755 (B.1.SCI.(1).(d))
National Assessment and Social Studies Education: A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies.
ED 111 748 (A.1.SOC.(1).(d))
National Assessment and the Future of Art Education
EJ 130 364 (B.1.ART.(1).(d))
National Assessment and the Teaching of English; Results of the First National Assessment of Educational Progress in Writing, Reading, and Literature-Implications for Teaching and Measurement in the English Language Arts.
ED 112 427 (B.GEN.b)
The National Assessment Approach to Exercise Development.
ED 067 402 (A.GEN.a)
The National Assessment Approach to Sampling.
ED 099 416 (A.GEN.a)
National Assessment Approach to Sampling Error Estimation. Sampling Error Monograph.
ED 206 671 (A.GEN.a)
National Assessment-A Tool for Accountability.
ED 131 345 (B.GEN.c)
National Assessment: Backgrounds and Projections
EJ 137 938 (B.GEN.a)
National Assessment: Backgrounds and Projections-1975.
ED 108 211 (B.GEN.b)
National Assessment Can Help the Social Studies Teacher
EJ 061 881 (B.1.SOC.(1).(c))
National Assessment, Changes in Science Results
EJ 168 495 (B.1.SCI.(3).(d))
National Assessment Findings and Educational Policy Questions.
ED 224 839 (A.GEN.b)
National Assessment Findings in Science 1969-1970: What Do They Mean?
EJ 086 659 (B.1.SCI.(1).(d))
National Assessment Findings in Science 1969-70, What Do They Mean?
ED 091 169 (B.1.SCI.(1).(d))
A National Assessment in English: A Double Edged Sword
EJ 036 455 (B.GEN.b)
National Assessment Measuring American Education.
ED 068 513 (A.GEN.c)
The National Assessment Model.
ED 088 749 (B.1.CIT.(1).(a))
A National Assessment of Achievement and Participation of Women in Mathematics. Final Report.
ED 187 562 (A.GEN.b)
A National Assessment of Achievement in Music Education
EJ 045 641 (B.1.MUS.(1).(d))
The National Assessment of Citizenship: Implications for Social Studies Research.
ED 071 982 (B.1.CIT.(1).(c))
National Assessment of Educational Progress
EJ 021 411 (B.GEN.c)
National Assessment of Educational Progress: Art Objectives.
ED 051 255 (A.1.ART.(1).(b))
National Assessment of Educational Progress. Career and Occupational Development Technical Report: Exercise Volume.
ED 141 582 (A.1.COD.(1).(b))
National Assessment of Educational Progress. Changes in Science Achievement of Black Students.
ED 127 201 (A.1.SCI.(2).(d))
National Assessment of Educational Progress. Changes in Science Performance, 1969-1973: Exercise Volume.
ED 127 199 (A.1.SCI.(2).(b))
National Assessment of Educational Progress. Changes in Science Performance, 1969-73: Exercise Volume. Appendix - Volume II.
ED 139 666 (A.1.SCI.(2).(d))
National Assessment of Educational Progress. Citizenship: Group Results B. Preliminary Report 9. 1969-70 Assessment. Parental Education, Color, Size and Type of Community.
ED 068 407 (A.1.CIT.(1).(d))
National Assessment of Educational Progress. Citizenship: National Results. Report 2.
ED 049 113 (A.1.CIT.(1).(d))
National Assessment of Educational Progress. Citizenship Objectives for 1974-75 Assessment.
ED 074 010 (A.1.CIT.(2).(b))
National Assessment of Educational Progress DS [District Supervisor] Training Manual, Year 11.
ED 206 668 (A.1.READ.(3).(c))
The National Assessment of Educational Progress, Foreign Language Education, and the Future.
ED 197 607 (B.GEN.c)
National Assessment of Educational Progress. General Information Yearbook.
ED 102 235 (A.GEN.a)
National Assessment of Educational Progress. Highlights and Trends from National Assessment: Changes in Science Achievement, 1969-1973.
ED 127 202 (A.1.SCI.(2).(d))
National Assessment of Educational Progress in Reading.
ED 176 226 (B.1.READ.(2).(d))
National Assessment of Educational Progress in the United States
EJ 153 122 (B.GEN.c)
The National Assessment of Educational Progress: Its Results Need to be Made More Useful. Report to the Congress by the Comptroller General of the United States.
ED 129 897 (B.GEN.b)
National Assessment of Educational Progress, Mathematics Objectives.
ED 063 140 (A.1.MATH.(1).(b))
National Assessment of Educational Progress. Music Objectives.
ED 063 197 (A.1.MUS.(1).(b))
National Assessment of Educational Progress. Newsletter, Volume 5, Number 7.
ED 073 007 (A.GEN.c)
National Assessment of Educational Progress Newsletter. Volume 6, Number 9.
ED 085 332 (A.1.SOC.(1).(d))
National Assessment of Educational Progress, Released Science Exercises, 1972-73.
ED 193 040 (A.1.SCI.(2).(b))
National Assessment of Educational Progress, Report 7, Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex.
ED 081 638 (A.1.SCI.(1).(d))
National Assessment of Educational Progress, Science Objectives for 1972-73 Assessment.
ED 072 976 (A.1.SCI.(2).(b))
National Assessment of Educational Progress. Science Technical Report: Summary Volume.
ED 141 135 (A.1.SCI.(2).(d))
National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Attitude Questions.
ED 127 200 (A.1.SCI.(2).(d))
National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Energy Questions.
ED 127 203 (A.1.SCI.(2).(d))
National Assessment of Educational Progress. Social Studies Objectives.

ED 049 111 (A.1.SOC.(1).(b))

National Assessment of Educational Progress. Summary of Report 1. Science: National Results. July, 1970.
ED 043 099 (A.1.SCI.(1).(d))

National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results-Partial. July, 1970.
ED 043 098 (A.1.CIT.(1).(d))

National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results-Partial. Observations and Commentary of a Panel of Reviewers.
ED 049 112 (A.1.CIT.(1).(d))

National Assessment of Educational Progress. The First National Assessment of Mathematics: An Overview.
ED 127 198 (A.1.MATH.(1).(d))

National Assessment of Educational Progress, Volume 4 Number 3.
ED 050 996 (A.GEN.c)

National Assessment of Educational Progress. 1969-1970 Writing: Group Results for Sex, Region, and Size of Community (Preliminary Report).
ED 051 246 (A.1.WRIT.(1).(d))

National Assessment of Educational Progress. 1969-1970 Writing: National Results.
ED 051 245 (A.1.WRIT.(1).(d))

National Assessment of Educational Progress. 1969-70 Citizenship: Group Results for Sex, Region, and Size of Community. National Assessment Report 6.
ED 063 196 (A.1.CIT.(1).(d))

The National Assessment of Literature: A Review
EJ 130 872 (B.1.LIT.(1).(c))

A National Assessment of Performance and Participation of Women in Mathematics. Annual Report.
ED 176 961 (A.GEN.b)

National Assessment of Writing: Useless and Uninteresting?
EJ 089 293 (B.1.WRIT.(1).(c))

National Assessment: One Tool in the Education Toolbox
EJ 149 672 (B.GEN.b)

National Assessment: Policy Decision Information.
ED 189 731 (A.GEN.c)

National Assessment's Consumer Skills Assessments.
ED 155 116 (A.SPEC.d.(1).(c))

National Assessments of Science, 1969 and 1973: A Capsule Description of Changes in Science Achievement. National Assessment of Educational Progress.
ED 104 723 (A.1.SCI.(2).(d))

National Assessment-Some Valuable By-Products for Schools
EJ 005 372 (B.GEN.b)

National Assessment - Spring 1968.
EJ 002 384 (B.GEN.c)

National Assessment's Public-Use Data Tapes.
ED 202 867 (A.GEN.a)

National Assessment: Where Is It Now?
EJ 048 716 (B.GEN.b)

National Comparisons of Racial Attitudes of Segregated and Desegregated Students.
ED 173 457 (B.GEN.b)

National Educational Assessment: Pro and Con.
ED 070 172 (B.GEN.c)

National Science Assessment
EJ 009 139 (B.1.SCI.(1).(a))

The Next Stage in Educational Assessment.
EJ 262 683 (B.GEN.b)

No-Show Analysis. Final Report.
ED 206 672 (A.1.SCI.(2).(c))

Notes and Quotes on Back to Basics. An ERIC/RCS Report
EJ 151 161 (B.GEN.c)

Notes from National Assessment: Basic Concepts of Area and Volume
EJ 126 756 (B.1.MATH.(1).(d))

Notes from National Assessment: Perimeter and Area
EJ 128 372 (B.1.MATH.(1).(d))

Notes from National Assessment: Processes Used on Computational Exercises
EJ 135 036 (B.1.MATH.(1).(d))

Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.
ED 143 829 (A.1.COD.(2).(b))

On the Need for Criterion Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship.
ED 100 745 (B.GEN.b)

On the Teaching of Writing: Some Implications from National Assessment
EJ 089 292 (B.1.WRIT.(1).(d))

Oversight Hearing on Mathematics Achievement. Hearing Before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session (Washington, DC, October 23, 1979).
ED 182 190 (B.GEN.b)

Oversight Hearing on Reading and Writing Achievement. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session.
ED 209 635 (B.GEN.b)

Paul Olson Replies
EJ 124 187 (B.GEN.b)

Performance of Hispanic Students in Two National Assessments of Reading.
ED 217 397 (A.1.READ.(3).(d))

A Perspective on the First Music Assessment. National Assessment of Education Progress Report No. 03-MU-02.
ED 097 276 (A.1.MUS.(1).(d))

Perspectives on the National Assessment of Educational Progress
EJ 169 498 (B.GEN.c)

Political Knowledge and Attitudes, 1971-1972. A Special Social Studies Report from the National Assessment of Educational Progress.
ED 091 300 (A.1.SOC.(1).(d).)

Potential Uses of the National Assessment Model at the State and Local Levels.
ED 093 906 (B.1.CIT.(1).(d))

Potential Uses of the National Assessment Model at the State and Local Levels-Task 4. Final Report.
ED 100 743 (B.GEN.b)

POWER and the National Assessment of Educational Progress
EJ 124 185 (B.GEN.b)

The Primary Trait System for Scoring Writing Tasks.
ED 124 942 (A.1.WRIT.(2).(c))

Printing and Scoring Activities, Final Report, Year 11, National Assessment of Educational Progress.
ED 210 299 (A.GEN.a)

Probing a Model of Educational Productivity in Science with National Assessment Samples of Early Adolescents.
EJ 248 026 (B.1.SCI.(3).(d))

Procedural Handbook: 1977-78 Mathematics Assessment.
ED 186 280 (A.1.MATH.(2).(c))

Procedural Handbook: 1978-79 Art Assessment.
ED 211 427 (A.1.ART.(2).(c))

Procedural Handbook, 1978-79 Music Assessment.
ED 211 413 (A.1.MUS.(2).(c))

Procedural Handbook: 1978-79 Writing Assessment.
ED 199 263 (A.1.WRIT.(3).(c))

Procedural Handbook: 1979-80 Reading and Literature Assessment.
ED 210 300 (A.1.READ.(3).(c))

Questions and Answers about the National Assessment of Education Progress.
ED 067 398 (A.GEN.c)

Reading and Literature: General Information Yearbook.
ED 072 421 (A.GEN.a)

Reading and Literature Objectives, 1979-80 Assessment. No. 11-RL-10.
ED 185 503 (A.1.READ.(3).(b))

Reading Change, 1970-75: Summary Volume. Reading Report No. 06-R-21.
ED 153 196 (A.1.READ.(2).(d))

Reading Comprehension of American Youth: Do They Understand What They Read? Results from the 1979-80 National Assessment of Reading and Literature.
ED 217 396 (A.1.READ.(3).(d))

Reading in America: A Perspective on Two Assessments.
ED 128 785 (A.1.READ.(2).(d))

Reading/Literature Released Exercise Set, 1979-80 Assessment.
ED 205 588 (A.1.READ.(3).(b))

Reading/Literature Released Exercise Set, 1979-80 Assessment. Supplement.
ED 205 589 (A.1.READ.(3).(b))

Reading & Measurement.
ED 159 628 (B.GEN.b)

Reading Objectives.
ED 041 010 (A.1.READ.(1).(b))

Reading Objectives; Second Assessment.
ED 089 238 (A.1.READ.(2).(b))

Reading Rate and Comprehension: 1970-71 Assessment.
ED 076 934 (A.1.READ.(1).(d))

Reading: Released Exercises.
ED 079 684 (A.1.READ.(1).(b))

Reading Resource Items for Minimal Competency Testing. A Collection of Reading Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
ED 173 394 (A.SPEC.a.(1).(b))

Reading: Summary Data.
ED 094 359 (A.1.READ.(1).(d))

Reading: Summary. National Assessment of Educational Progress. A Project of the Education Commission of the States. Report 02-R-00.
ED 067 654 (A.1.READ.(1).(d))

Reading, Thinking and Writing: Results from the 1979-80 National Assessment of Reading and Literature.
ED 209 641 (A.1.LIT.(2).(d))

Recipes, Wrappers, Reasoning and Rate; A Digest of the First Reading Assessment.
ED 092 869 (A.1.READ.(1).(d))

Recognizing Literary Works and Characters: Theme 3, Literature.
ED 078 425 (A.1.LIT.(1).(d))

Reference Materials: Theme 4, Reading.
ED 079 687 (A.1.READ.(1).(d))

Relating Art Experiences to Art Achievement: A Technical Paper.
ED 156 598 (A.1.ART.(1).(d))

The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132 (A.1.READ.(3).(d))

The Relationship Between Youth Employment Experience and Performance on an Assessment of Career and Occupational Items.
ED 219 388 (A.SPEC.i.(1).(d))

A Report on National Assessment in Seven Learning Areas
EJ 131 671 (B.GEN.b)

Research Implications and Questions From the Year 04 NAEP Mathematics Assessment
EJ 148 897 (B.1.MATH.(1).(d))

Research Issues Arising from the National Assessment of Educational Progress.
ED 052 244 (B.GEN.a)

Research Report
EJ 075 336 (B.1.READ.(1).(d))

Responding to Literature: Theme 2, Literature.
ED 077 020 (A.1.LIT.(1).(d))

Results and Implications of the NAEP Mathematics Assessment: Elementary School
EJ 126 749 (B.1.MATH.(1).(d))

Results and Implications of the NAEP Mathematics Assessment: Secondary School
EJ 126 740 (B.1.MATH.(1).(d))

Results and Implications of the Second NAEP Mathematics Assessments: Elementary School.
EJ 222 430 (B.1.MATH.(2).(d))

Results from the First Mathematics Assessment of the National Assessment of Educational Progress.
ED 156 443 (B.1.MATH.(1).(d))

Results from the Second Mathematics Assessment of the National Assessment of Educational Progress.
ED 204 107 (B.1.MATH.(2).(d))

Results of the Second NAEP Mathematics Assessment: Secondary School.
EJ 224 414 (B.1.MATH.(2).(d))

A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies. National Assessment and Social Studies: The Setting.
ED 100 739 (B.GEN.b)

Sampling and Weighting Activities for Assessment Year 11. Final Report on National Assessment of Educational Progress.
ED 206 703 (A.GEN.a)

School and the 17-Year-Old: A Comparison of Career Development Skills of 17-Year-Olds Attending School and Those Not Attending.
ED 155 328 (A.1.COD.(1).(d))

Science Achievement in the Schools: A Summary of Results from the 1976-77 National Assessment of Science.
ED 164 337 (A.1.SCI.(3).(d))

Science Achievement: Racial and Regional Trends, 1969-1973.
ED 127 143 (A.1.SCI.(2).(d))

Science Achievement: The Trend is Down
EJ 128 205 (B.1.SCI.(2).(d))

Science Education Slips in U.S.
EJ 101 574 (B.1.SCI.(1).(d))

Science Objectives.
ED 033 872 (A.1.SCI.(1).(b))

Science Objectives for the Third Assessment.
ED 179 402 (A.1.SCI.(3).(b))

Science Skills Skidding in U.S. Schools.
EJ 189 831 (B.1.SCI.(3).(d))

Scoring Instrumental and Vocal Musical Performances.
ED 129 839 (A.1.MUS.(1).(c))

The Second Assessment of Art, 1978-79. Released Exercise Set.
ED 186 331 (A.1.ART.(2).(b))

The Second Assessment of Art, 1978-79, Released Exercise Set, Supplement.
ED 214 828 (A.1.ART.(2).(b))

The Second Assessment of Mathematics, 1977-78, Released Exercise Set.
ED 187 543 (A.1.MATH.(2).(b))

The Second National Assessment in Mathematics: Area and Volume.
EJ 257 007 (B.1.MATH.(2).(d))

The Second National Assessment of Writing: New and Reassessed Exercises with Technical Information and Data.
ED 155 728 (A.1.WRIT.(2).(b))

Selected Essays and Letters: A Selection of Papers Collected During the 1969-70 Assessment of Writing. Report 10.
ED 075 822 (A.1.WRIT.(1).(d))

Selected Results from the National Assessments of Science: Scientific Principles and Procedures.
ED 111 693 (A.1.SCI.(2).(d))

Selected Supplemental Mathematics Exercises. National Assessment of Educational Progress.
ED 183 388 (A.SPEC.h.(1).(b))

Sentence-Combining Skills: Results of the Sentence-Combining Exercises in the 1978-79 National Writing Assessment.
ED 210 696 (A.1.WRIT.(3).(d))

Sex-Related Differences in Mathematics: Results from National Assessment.
EJ 254 217 (B.1.MATH.(2).(d))

Social Studies Objectives, Second Assessment. National Assessment of Educational Progress.
ED 097 288 (A.1.SOC.(2).(b))

Social Studies Skills and National Assessment.
ED 141 237 (B.1.SOC.(1).(b))

Social Studies Technical Report: Exercise Volume.
ED 118 481 (A.1.SOC.(1).(b))

Social Studies Technical Report: Summary Volume. Report No. 03-SS-21.
ED 117 019 (A.1.SOC.(1).(d))

Solving Verbal Problems: Results and Implications from National Assessment.
EJ 230 908 (B.1.MATH.(2).(d))

Some Comments on Power and the NAEP
EJ 124 186 (B.GEN.b)

Some Implications of National Assessment Findings for Curriculum Development in the Social Studies.
ED 090 072 (B.1.SOC.(1).(d))

Stability of Nominal Categories Over Readers, Over Time.
ED 110 494 (A.GEN.a)

Stability of the National Assessment Scoring Methods.
EJ 233 271 (B.GEN.a)

Standards and National Assessment: Synthesis of Seven Educators' Responses to Questions on the National Assessment's Role Relative to Higher Standards in Education.
ED 226 062 (A.GEN.b)

A Statement of Fact: The Size and Type of a Community Bear Upon Educational Results. A Look at National Assessment Results in Eight Learning Areas in the Light of Community Influence: A Special Report to Urban School Districts.
ED 106 399 (A.GEN.c)

Statistical/Documentary Report, 1974 and 1975 Assessments of 17-Year-Old Students, Summary Volume; Functional Literacy Basic Reading Performance.
ED 134 954 (A.SPEC.f.(1).(d))

The Status of National Assessment in Mathematics
EJ 090 172 (B.1.MATH.(1).(d))

Student Achievement in Rural Schools: A View from the National Assessment Data.
ED 172 980 (A.GEN.b)

Students' Affective Responses to Mathematics: Results and Implications from National Assessment.
EJ 232 917 (B.1.MATH.(2).(d))

Students' Affective Responses to Mathematics: Secondary School Results from National Assessment.
EJ 232 909 (B.1.MATH.(2).(d))

Students From Homes in Which English Is Not the Dominant Language: Who Are They and How Well Do They Read?
ED 224 296 (A.1.READ.(3).(d))

Student Writing, 1980: A Description of the Writing Abilities of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.
ED 198 155 (B.GEN.a)

Subtraction: What do Students Know?
EJ 130 107 (B.1.MATH.(1).(d))

Summaries and Technical Documentation for Performance Changes in Citizenship and Social Studies Assessments, 1969-76.
ED 168 922 (A.1.CIT.(2).(d))

Supplementary Frame Assessment Phase II Manual.
ED 206 670 (A.GEN.a)

Supplementary Mathematics Probe Study. Final Report.

ED 222 553 (B.SPEC.h.(1).(d))
A Survey of Reading Habits: Theme 4, Literature.
ED 078 366 (A.1.LIT.(1).(d))
Systematic Judgment of Children's Drawings.
ED 127 240 (A.1.ART.(1).(c))
Technical Giants of National Assessment
EJ 054 503 (B.GEN.c)
Technical Information and Data from the 1977 Young Adult Assessment of Health, Energy and Reading; Released Exercises, National and Group Results.
ED 193 260 (A.GEN.b)
Teenage Consumers: A Profile. Results of the 1978 National Assessment of Consumer Skills and Attitudes.
ED 174 801 (A.SPEC.d.(1).(d))
Test Scores and Attainment Rates.
EJ 251 946 (B.SPEC.c.(1).(b))
The Third Assessment of Writing, 1978-79 Released Exercise Set.
ED 205 583 (A.1.WRIT.(3).(b))
Three National Assessments of Reading: Changes in Performance, 1970-80.
ED 200 898 (A.1.READ.(3).(d))
Three National Assessments of Science: Changes in Achievement, 1969-77. Selected Results from the Third National Assessment of Science.
ED 159 026 (A.1.SCI.(3).(d))
Towards a More Adequate Conception of Evaluation in the Arts
EJ 105 250 (B.GEN.c)
Turning It Around in Education with Student Tutoring
EJ 163 375 (B.GEN.c)
Understanding Imaginative Language: Theme 1 of the National Assessment of Literature.
ED 077 002 (A.1.LIT.(1).(d))
Understanding Words and Word Relationships: Theme 1 of the National Assessment of Reading.
ED 077 021 (A.1.READ.(1).(d))
Update on Education: A Digest of the National Assessment of Educational Progress.
ED 113 381 (A.GEN.c)
The Use, Misuse, and Abuse of Tests.
ED 051 281 (B.GEN.b)
Use of the Model at the State and Local Levels.
ED 088 750 (B.GEN.a)
Using National Assessment for Program Evaluation. Two Papers Presented to the National Council for the Social Studies.
ED 135 839 (A.GEN.a)
Using Research in Teaching. Notes from National Assessment: Addition and Multiplication with Fractions
EJ 133 404 (B.1.MATH.(1).(d))
Using Research in Teaching: Notes from National Assessment: Estimation
EJ 139 903 (B.1.MATH.(1).(d))
Validity of Social Studies and Citizenship Exercising–Task 2. Final Report.
ED 100 741 (B.GEN.b)
A View of Power: Four Essays on the National Assessment of Educational Progress.
ED 171 743 (B.GEN.b)
What Do Young Adults Know About Science? Some Results From Two National Assessments.
ED 184 820 (A.1.SCI.(2).(d))
What Is National Assessment?
ED 067 394 (A.GEN.c)
What Research Says.
EJ 242 980 (B.1.SCI.(3).(d))
What Students Know and Can Do: Profiles of Three Age Groups.
ED 135 846 (A.GEN.b)
What Test Questions are Likely to Offend the General Public
EJ 040 104 (B.GEN.a)
When I Grow Up, What Will I Be?
ED 145 202 (A.1.COD.(1).(d))
A Woman's Place.
ED 155 330 (A.1.WRIT.(2).(d))
Write/Rewrite: An Assessment of Revision Skills; Selected Results from the Second National Assessment of Writing.
ED 141 826 (A.1.WRIT.(2).(d))
Writing Abilities of American Young Adults.
ED 068 811 (B.1.WRIT.(1).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume III–9-Year-Olds.
ED 196 044 (A.1.WRIT.(3).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume II–13-Year-Olds.
ED 196 043 (A.1.WRIT.(3).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume 1–17-Year-Olds.
ED 196 042 (A.1.WRIT.(3).(d))
Writing Errors: Implications about Student Writers
EJ 089 338 (B.1.WRIT.(1).(d))
Writing: Group Results A and B for Objectively-Scored Exercises; 1969-70 Assessment, National Results by Region, Sex, Color, Size and Type of Community, and Parental Education.
ED 077 029 (A.1.WRIT.(1).(d))
Writing Mechanics, 1969-1974: A Capsule Description of Changes in Writing Mechanics.
ED 113 736 (A.1.WRIT.(2).(d))
Writing: National Results–Writing Mechanics.
ED 062 325 (A.1.WRIT.(1).(d))
Writing Objectives for 1973-74 Assessment.
ED 072 460 (A.1.WRIT.(2).(b))
Writing Objectives, 1983-84 Assessment.
ED 222 904 (A.1.WRIT.(4).(b))
Written Directions: Theme 3, Reading.
ED 083 572 (A.1.READ.(1).(d))
Year 11 Primary Sample for the National Assessment of Educational Progress. Final Report.
ED 208 008 (A.GEN.a)
1973 Assessment Workshops: Final Report.
ED 107 710 (A.GEN.a)
The 3rd National Assessment of Reading and Literature Versus Norm- and Criterion-Referenced Testing.
ED 159 599 (B.1.READ.(3).(c))

National Competency Tests

Application of NAEP Writing Assessment Procedures in Montgomery County, Maryland. Summary.
ED 074 079 (B.1.WRIT.(1).(c))
Assessing National Levels of Achievement in a Systematic Manner
EJ 123 613 (B.GEN.b)
Basic Life Skills: Results Manual. Package Nos. 12 through 17.
ED 167 602 (A.SPEC.c.(1).(d))
Basic Life Skills. Technical Report. Report No. 08-BLS-21.
ED 177 170 (A.SPEC.c.(1).(c))
Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics.
ED 177 011 (A.1.MATH.(2).(d))
Contributions of the National Assessment to Understanding the Problems of Literacy. No. 08-FL-50.
ED 192 259 (A.SPEC.f.(1).(c))
Do Children Read Better Now Than 10 Years Ago?
ED 210 638 (B.1.READ.(3).(d))
The Effects of the Rural School.
ED 201 460 (B.GEN.b)
The First Assessment of Reading, 1970-71 Assessment. Released Exercise Set. No. 02-R-25.
ED 191 017 (A.1.READ.(1).(b))
The First Social Studies Assessment: An Overview. National Assessment of Educational Progress. Report No. 03-SS-00.
ED 095 060 (A.1.SOC.(1).(d))
A Handbook of the Mini-Assessment of Functional Literacy–1974 and 1975; Functional Literacy Basic Reading Performance.
ED 134 951 (A.SPEC.f.(1).(c))
Highlights and Trends from National Assessment: Changes in Reading Achievement, 1970-1975.
ED 128 766 (A.SPEC.f.(1).(d))
Highlights and Trends from National Assessment: Writing and Change in Writing Skills.
ED 128 814 (A.1.WRIT.(2).(d))
Issues Related to a National Assessment of Speaking and Listening Skills.
ED 146 656 (A.GEN.a)
Knowledge about Art. Selected Results from the First National Assessment of Art.
ED 151 270 (A.1.ART.(1).(d))
Knowledge of Science Declines
EJ 118 179 (B.1.SCI.(2).(d))
Literacy and Numeracy in Australian Schools
EJ 162 896 (B.GEN.b)
Mathematics Technical Report: Summary Volume.
ED 186 279 (A.1.MATH.(2).(d))
A Measurement of the Basic Consumer-Related Mathematical Competency of Urban Grade 12 Students. Report No. 78:20.
ED 163 026 (B.1.MATH.(1).(d))
National Assessment and Science-Teaching
EJ 086 755 (B.1.SCI.(1).(d))
The National Assessment Approach to Exercise Development.
ED 067 402 (A.GEN.a)
National Assessment Can Help the Social Studies Teacher
EJ 061 881 (B.1.SOC.(1).(c))
National Assessment Findings in Science 1969-1970: What Do They Mean?
EJ 086 659 (B.1.SCI.(1).(d))
National Assessment in Science
EJ 116 480 (B.1.SCI.(1).(d))

National Assessment Measuring American Education.
ED 068 513 (A.GEN.c)
The National Assessment of Educational Progress.
EJ 210 292 (B.GEN.c)
National Assessment of Educational Progress in Reading.
ED 176 226 (B.1.READ.(2).(d))
National Assessment of Educational Progress, Mathematics Objectives.
ED 063 140 (A.1.MATH.(1).(b))
National Assessment of Educational Progress, Released Science Exercises, 1972-73.
ED 193 040 (A.1.SCI.(2).(b))
National Assessment of Educational Progress, Report 1–Science: National Results and Illustrations of Group Comparisons.
ED 055 786 (A.1.SCI.(1).(d))
National Assessment of Educational Progress, Report 1–Science: National Results. Observations and Commentary of a Panel of Reviewers.
ED 055 785 (A.1.SCI.(1).(d))
National Assessment of Educational Progress, Report 7, Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex.
ED 081 638 (A.1.SCI.(1).(d))
National Assessment of Writing: Useless and Uninteresting?
EJ 089 293 (B.1.WRIT.(1).(c))
National Assessment: Reports and Implications for School Districts
EJ 032 003 (B.GEN.b)
National Assessment Report 4 1969-1970 Science: Group Results for Sex, Region, and Size of Community.
ED 063 101 (A.1.SCI.(1).(d))
Notes from National Assessment: Processes Used on Computational Exercises
EJ 135 036 (B.1.MATH.(1).(d))
Notes from National Assessment: Recognizing and Naming Solids
EJ 130 258 (B.1.MATH.(1).(d))
Notes from National Assessment: Word Problems
EJ 140 099 (B.1.MATH.(1).(d))
On the Teaching of Writing: Some Implications from National Assessment
EJ 089 292 (B.1.WRIT.(1).(d))
Oversight Hearing on Reading and Writing Achievement. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session.
ED 209 635 (B.GEN.b)
Performance of Hispanic Students in Two National Assessments of Reading.
ED 217 397 (A.1.READ.(3).(d))
Perspectives on the National Assessment of Educational Progress
EJ 169 498 (B.GEN.c)
Physics Teaching and the National Assessment of Educational Progress
EJ 029 773 (B.1.SCI.(1).(d))
Procedural Handbook: 1977-78 Mathematics Assessment.
ED 186 280 (A.1.MATH.(2).(c))
Questions and Answers about the National Assessment of Education Progress.
ED 067 398 (A.GEN.c)
Reading Comprehension of American Youth: Do They Understand What They Read? Results from the 1979-80 National Assessment of Reading and Literature.
ED 217 396 (A.1.READ.(3).(d))
Reading & Measurement.
ED 159 628 (B.GEN.b)
Reading: Summary Data.
ED 094 359 (A.1.READ.(1).(d))
Reading, Thinking and Writing: Results from the 1979-80 National Assessment of Reading and Literature.
ED 209 641 (A.1.LIT.(2).(d))
Released Social Studies Exercises (1971-72).
ED 194 431 (A.1.SCI.(1).(b))
Results from the Second Mathematics Assessment of the National Assessment of Educational Progress.
ED 204 107 (B.1.MATH.(2).(d))
Sampling and Weighting Activities for Assessment Year 11. Final Report on National Assessment of Educational Progress.
ED 206 703 (A.GEN.a)
Science Area Results Reported by National Assessment of Educational Progress
EJ 029 771 (B.1.SCI.(1).(d))
The Second National Assessment of Writing: New and Reassessed Exercises with Technical Information and Data.
ED 155 728 (A.1.WRIT.(2).(b))
The Shape of Education for 1971-72.
ED 053 086 (B.GEN.b)
Social Studies Skills and National Assessment.
ED 141 237 (B.1.SOC.(1).(b))
Statistical/Documentary Report, 1974 and 1975 Assessments of 17-Year-Old Students, Summary Volume; Functional Literacy Basic Reading Performance.
ED 134 954 (A.SPEC.f.(1).(d))
Subtraction: What do Students Know?
EJ 130 107 (B.1.MATH.(1).(d))
The Third Assessment of Science, 1976-77. Released Exercise Set.
ED 161 686 (A.1.SCI.(3).(b))
Three National Assessments of Science: Changes in Achievement, 1969-77. Selected Results from the Third National Assessment of Science.
ED 159 026 (A.1.SCI.(3).(d))
Using Research in Teaching. Notes from National Assessment: Addition and Multiplication with Fractions
EJ 133 404 (B.1.MATH.(1).(d))
Using Research in Teaching: Notes from National Assessment: Estimation
EJ 139 903 (B.1.MATH.(1).(d))
A View of Power: Four Essays on the National Assessment of Educational Progress.
ED 171 743 (B.GEN.b)
What Is National Assessment?
ED 067 394 (A.GEN.c)
Writing Errors: Implications about Student Writers
EJ 089 338 (B.1.WRIT.(1).(d))
Writing Objectives for 1973-74 Assessment.
ED 072 460 (A.1.WRIT.(2).(b))
Year 11 Primary Sample for the National Assessment of Educational Progress. Final Report.
ED 208 008 (A.GEN.a)
The 3rd National Assessment of Reading and Literature Versus Norm- and Criterion-Referenced Testing.
ED 159 599 (B.1.READ.(3).(c))

National Diffusion Network
Reading & Measurement.
ED 159 628 (B.GEN.b)

National Norms
Assessment Programs–Implications for Education. Educational Goals and Public Priorities: Education Commission of the States Annual Meeting. (5th, Boston, Massachusetts, July 7-9, 1971.) Clinic Session No. 5
EJ 045 703 (A.GEN.c)
Hispanic Student Achievement in Five Learning Areas: 1971-75. National Assessment of Educational Progress Report No. BR-2, May 1977.
ED 138 414 (A.GEN.b)
Math Resource Items for Minimal Competency Testing. A Collection of Math Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
ED 173 395 (A.SPEC.h.(1).(b))
National Assessment: A Model for State and Local Competency Mandates?
EJ 209 442 (B.GEN.b)
National Assessment and Rural Education.
ED 085 127 (B.GEN.c)
National Assessment Report 4 1969-1970 Science: Group Results for Sex, Region, and Size of Community.
ED 063 101 (A.1.SCI.(1).(d))
Paul Olson Replies
EJ 124 187 (B.GEN.b)
POWER and the National Assessment of Educational Progress
EJ 124 185 (B.GEN.b)
Reading Resource Items for Minimal Competency Testing. A Collection of Reading Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
ED 173 394 (A.SPEC.a.(1).(b))
Some Implications of the National Assessment Model and Data for State and Local Education.
ED 074 620 (B.GEN.a)
A View of Power: Four Essays on the National Assessment of Educational Progress.
ED 171 743 (B.GEN.b)

National Organizations
National Assessment of Educational Progress in the United States
EJ 153 122 (B.GEN.c)

National Programs
Assessing Mathematical Achievement.
ED 184 809 (B.GEN.b)
GPO: Send Me The Primary Effects of Common Instruction! Professional Paper 34.
ED 129 908 (B.GEN.c)
Guidelines for Describing Three Aspects of Writing: Syntax, Cohesion and Mechanics.
ED 205 572 (A.1.WRIT.(3).(c))
How Have You Used National Assessment Materials? . . . Responses from Six Educa-

tors.
ED 222 550 (A.GEN.b)
NAEP Reading Assessment.
EJ 227 755 (B.1.READ.(3).(d))
National Assessment, Changes in Science Results
EJ 168 495 (B.1.SCI.(3).(d))
National Assessment Findings and Educational Policy Questions.
ED 224 839 (A.GEN.b)
The Next Stage in Educational Assessment.
EJ 262 683 (B.GEN.b)
Oversight Hearing on Reading Programs and Hearing on H. R. 8304 and H. R. 9048; Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 94th Congress, First Session on H. R. 8304 and H. R. 9048, November 13, 1975.
ED 117 688 (B.GEN.b)
Printing and Scoring Activities, Final Report, Year 11, National Assessment of Educational Progress.
ED 210 299 (A.GEN.a)
Procedural Handbook: 1978-79 Writing Assessment.
ED 199 263 (A.1.WRIT.(3).(c))
Procedural Handbook: 1979-80 Reading and Literature Assessment.
ED 210 300 (A.1.READ.(3).(c))
Standards and National Assessment: Synthesis of Seven Educators' Responses to Questions on the National Assessment's Role Relative to Higher Standards in Education.
ED 226 062 (A.GEN.b)

National Standards
Measuring Educational Quality: Harold G. Shane Interviews Willard Wirtz on the National Assessment of Educational Progress.
EJ 255 106 (B.GEN.b)

National Surveys
Access to Schools and Nonstudents.
ED 194 601 (A.GEN.a)
America's Uninformed Electorate
EJ 089 440 (A.1.SOC.(1).(d))
Art Technical Report: Summary Volume. Selected Results from the First National Assessment of Art.
ED 155 125 (A.1.ART.(1).(d))
Assessing Educational Attainments
EJ 139 744 (B.GEN.b)
Bias: Psychometric and Social Implications for the National Assessment of Educational Progress.
ED 194 571 (A.GEN.a)
Career and Occupational Development Technical Report: Summary Volume. Career and Occupational Development Report No. 05-COD-21.
ED 176 019 (A.1.COD.(1).(d))
Category Scoring Techniques from National Assessment: Applications to Free Response Items from Career and Occupational Development.
ED 133 350 (A.1.COD.(1).(c))
Changes in Social Studies Performance, 1972-76. Selected Results from the Second Assessment of Social Studies.
ED 161 791 (A.1.SOC.(2).(d))
Citizenship: An Overview, 1975-76. Selected Results from the Second Assessment of Citizenship. Report No. 07-C-00.
ED 162 957 (A.1.SOC.(2).(d))
The Condition of Student Writing
EJ 144 141 (B.1.WRIT.(2).(d))
Contributions of the National Assessment to Understanding the Problems of Literacy. No. 08-FL-50.
ED 192 259 (A.SPEC.f.(1).(c))
Design and Drawing Skills. Selected Results from the First National Assessment of Art, June 1977.
ED 141 249 (A.1.ART.(1).(d))
DoDDS Language Arts Assessment Results, 1977-78.
ED 184 133 (B.GEN.a)
Drawing Inferences: Theme 7, Reading.
ED 083 533 (A.1.READ.(1).(d))
Education for Citizenship: A Bicentennial Survey. Citizenship/Social Studies Report.
ED 135 705 (A.1.CIT.(2).(d))
Education for Citizenship: A Bicentennial Survey. Results Manual for Replicating the Citizenship Survey.
ED 171 609 (A.1.CIT.(2).(d))
Educators Assess Public Knowledge of Science
EJ 155 884 (B.1.SCI.(3).(a))
Energy: Knowledge and Attitudes, A National Assessment of Energy Awareness Among Young Adults.
ED 166 017 (A.SPEC.e.(1).(d))
An Evaluation of Some Methods Used in the National Assessment of Educational Progress. Final Report.
ED 131 119 (B.GEN.a)
Exploring National Assessment Data Using Singular Value Decomposition.
ED 107 720 (A.GEN.a)
The First Music Assessment: An Overview. National Assessment of Educational Progress Report No. 03-MU-00.
ED 097 275 (A.1.MUS.(1).(d))
The First National Assessment of Musical Performance, Report 03-MU-01.
ED 155 126 (A.1.MUS.(1).(d))
Functional Literacy: Basic Reading Performance; A Brief Summary and Highlights of an Assessment of 17-Year-Old Students in 1974 and 1975.
ED 133 704 (A.SPEC.f.(1).(d))
Gleaning Significant Facts from Passages: Theme 5, Reading.
ED 078 360 (A.1.READ.(1).(d))
High School Students Lag in Science
EJ 185 917 (B.1.SCI.(3).(d))
Hispanic Student Achievement in Five Learning Areas: 1971-75. National Assessment of Educational Progress Report No. BR-2, May 1977.
ED 138 414 (A.GEN.b)
How Much Are Our Young People Learning? The Story of the National Assessment. Fastback 68.
ED 123 244 (B.GEN.b)
How Students Feel About Literature
EJ 093 925 (B.1.LIT.(1).(d))
Issues in the Analysis and Analysis of Change of National Assessment Data.
ED 194 605 (A.GEN.a)
Knowledge of Science Declines
EJ 118 179 (B.1.SCI.(2).(d))
Literature: Released Exercises.
ED 077 019 (A.1.LIT.(1).(b))
Major Informational Needs of National Assessment Audiences and Ways to Enhance the Assessment's Utility in Meeting Those Needs.
ED 194 576 (A.GEN.a)
Male-Female Achievement in Eight Learning Areas: A Compilation of Selected Assessment Results.
ED 117 133 (A.GEN.c)
Mathematical Applications: Selected Results from the Second Assessment of Mathematics.
ED 176 965 (A.1.MATH.(2).(d))
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.
ED 176 964 (A.1.MATH.(2).(d))
Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.
ED 182 174 (A.1.MATH.(2).(d))
Mathematics Technical Report: Summary Volume. National Assessment of Educational Progress.
ED 129 636 (A.1.MATH.(1).(d))
Math Fundamentals: Selected Results from the First National Assessment of Mathematics.
ED 102 029 (A.1.MATH.(1).(d))
Measurement in Education: National Assessment Says.
ED 051 298 (B.GEN.a)
Measures of Scorer Agreement and Patterns of Disagreement.
ED 193 307 (A.GEN.a)
Measuring Educational Progress: A Study of the National Assessment.
ED 140 228 (B.GEN.b)
Minorities and Mathematics: Results from the National Assessment of Educational Progress.
EJ 254 218 (B.1.MATH.(2).(d))
Music Technical Report: Exercise Volume. Music Report No. 03-MU-20.
ED 120 086 (A.1.MUS.(1).(b))
Music Technical Report: Summary Volume. Music Report No. 03-MU-21.
ED 114 348 (A.1.MUS.(1).(d))
NAEP–Should We Kill the Messenger Who Brings Bad News?
EJ 158 670 (B.1.READ.(2).(d))
National Assessement: Are We Ready?
EJ 002 385 (B.GEN.c)
National Assessment Achievements: Findings, Interpretations and Uses. Report No. 48.
ED 097 348 (A.GEN.b)
The National Assessment: A Critical Review and a New Direction
EJ 154 431 (B.GEN.c)
National Assessment and the Teaching of English; Results of the First National Assessment of Educational Progress in Writing, Reading, and Literature–Implications for Teaching and Measurement in the English Language Arts.
ED 112 427 (B.GEN.b)
The National Assessment Approach to Objectives and Exercise Development.
ED 194 577 (A.GEN.a)
The National Assessment Approach to Sampling.
ED 099 416 (A.GEN.a)

National Assessment Findings in Science 1969-1970: What Do They Mean?
EJ 085 170 (B.1.SCI.(1).(d))

National Assessment Findings in Science 1969-70, What Do They Mean?
ED 091 169 (B.1.SCI.(1).(d))

The National Assessment Model.
ED 088 749 (B.1.CIT.(1).(a))

A National Assessment of Achievement and Participation of Women in Mathematics. Final Report.
ED 187 562 (A.GEN.b)

A National Assessment of Achievement in Music Education
EJ 045 641 (B.1.MUS.(1).(d))

National Assessment of Educational Progress
EJ 021 411 (B.GEN.c)

National Assessment of Educational Progress: Art Objectives.
ED 051 255 (A.1.ART.(1).(b))

National Assessment of Educational Progress. Changes in Science Performance, 1969-1973: Exercise Volume.
ED 127 199 (A.1.SCI.(2).(b))

National Assessment of Educational Progress. Changes in Science Performance, 1969-73: Exercise Volume. Appendix - Volume II.
ED 139 666 (A.1.SCI.(2).(d))

National Assessment of Educational Progress. Citizenship: Group Results B. Preliminary Report 9. 1969-70 Assessment. Parental Education, Color, Size and Type of Community.
ED 068 407 (A.1.CIT.(1).(d))

National Assessment of Educational Progress. Citizenship: National Results. Report 2.
ED 049 113 (A.1.CIT.(1).(d))

National Assessment of Educational Progress. General Information Yearbook.
ED 102 235 (A.GEN.a)

National Assessment of Educational Progress. Highlights and Trends from National Assessment: Changes in Science Achievement, 1969-1973.
ED 127 202 (A.1.SCI.(2).(d))

National Assessment of Educational Progress in the United States
EJ 153 122 (B.GEN.c)

The National Assessment of Educational Progress: Its Results Need to be Made More Useful. Report to the Congress by the Comptroller General of the United States.
ED 129 897 (B.GEN.b)

National Assessment of Educational Progress. Music Objectives.
ED 063 197 (A.1.MUS.(1).(b))

National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Energy Questions.
ED 127 203 (A.1.SCI.(2).(d))

National Assessment of Educational Progress. Social Studies Objectives.
ED 049 111 (A.1.SOC.(1).(b))

National Assessment of Educational Progress. Summary of Report 1. Science: National Results. July, 1970.
ED 043 099 (A.1.SCI.(1).(d))

National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results-Partial. July, 1970.
ED 043 098 (A.1.CIT.(1).(d))

National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results-Partial. Observations and Commentary of a Panel of Reviewers.
ED 049 112 (A.1.CIT.(1).(d))

National Assessment of Educational Progress. The First National Assessment of Mathematics: An Overview.
ED 127 198 (A.1.MATH.(1).(d))

National Assessment of Educational Progress, Volume 4 Number 3.
ED 050 996 (A.GEN.c)

National Assessment of Educational Progress. 1969-70 Citizenship: Group Results for Sex, Region, and Size of Community. National Assessment Report 6.
ED 063 196 (A.1.CIT.(1).(d))

National Assessment of Writing: Useless and Uninteresting?
EJ 089 293 (B.1.WRIT.(1).(c))

National Assessment: Reports and Implications for School Districts
EJ 032 003 (B.GEN.b)

National Assessment Report 4 1969-1970 Science: Group Results for Sex, Region, and Size of Community.
ED 063 101 (A.1.SCI.(1).(d))

National Assessments of Science, 1969 and 1973: A Capsule Description of Changes in Science Achievement. National Assessment of Educational Progress.
ED 104 723 (A.1.SCI.(2).(d))

National Assessment - Spring 1968.
EJ 002 384 (B.GEN.c)

National Comparisons of Racial Attitudes of Segregated and Desegregated Students.
ED 173 457 (B.GEN.b)

News Media and Politicization: American Youth 1969-1975.
ED 191 759 (B.1.CIT.(2).(d))

On the Teaching of Writing: Some Implications from National Assessment
EJ 089 292 (B.1.WRIT.(1).(d))

Paul Olson Replies
EJ 124 187 (B.GEN.b)

Political Knowledge and Attitudes, 1971-1972. A Special Social Studies Report from the National Assessment of Educational Progress.
ED 091 300 (A.1.SOC.(1).(d).)

Reading Change, 1970-75: Summary Volume. Reading Report No. 06-R-21.
ED 153 196 (A.1.READ.(2).(d))

Reading in America: A Perspective on Two Assessments.
ED 128 785 (A.1.READ.(2).(d))

Reading Scores of American Nine Year Olds: NAEP's Tests
EJ 158 671 (B.1.READ.(2).(d))

Recipes, Wrappers, Reasoning and Rate; A Digest of the First Reading Assessment.
ED 092 869 (A.1.READ.(1).(d))

Relating Art Experiences to Art Achievement: A Technical Paper.
ED 156 598 (A.1.ART.(1).(d))

The Relationship Between Youth Employment Experience and Performance on an Assessment of Career and Occupational Items.
ED 219 388 (A.SPEC.i.(1).(d))

A Report on National Assessment in Seven Learning Areas
EJ 131 671 (B.GEN.b)

Research Issues Arising from the National Assessment of Educational Progress.
ED 052 244 (B.GEN.a)

Results of the Second NAEP Mathematics Assessment: Secondary School.
EJ 224 414 (B.1.MATH.(2).(d))

Science Achievement in the Schools: A Summary of Results from the 1976-77 National Assessment of Science.
ED 164 337 (A.1.SCI.(3).(d))

Scoring Instrumental and Vocal Musical Performances.
ED 129 839 (A.1.MUS.(1).(c))

The Second Assessment of Art, 1978-79. Released Exercise Set.
ED 186 331 (A.1.ART.(2).(b))

Social Studies Technical Report: Exercise Volume.
ED 118 481 (A.1.SOC.(1).(b))

Social Studies Technical Report: Summary Volume. Report No. 03-SS-21.
ED 117 019 (A.1.SOC.(1).(d))

Some Comments on Power and the NAEP
EJ 124 186 (B.GEN.b)

A Statement of Fact: The Size and Type of a Community Bear Upon Educational Results. A Look at National Assessment Results in Eight Learning Areas in the Light of Community Influence: A Special Report to Urban School Districts.
ED 106 399 (A.GEN.c)

Student Achievement in Rural Schools: A View from the National Assessment Data.
ED 172 980 (A.GEN.b)

A Survey of Reading Habits: Theme 4, Literature.
ED 078 366 (A.1.LIT.(1).(d))

Teenage Consumers: A Profile. Results of the 1978 National Assessment of Consumer Skills and Attitudes.
ED 174 801 (A.SPEC.d.(1).(d))

Three Assessments of Science, 1969-77: Technical Summary.
ED 168 901 (A.1.SCI.(3).(d))

Three National Assessments of Reading: Changes in Performance, 1970-80.
ED 200 898 (A.1.READ.(3).(d))

Update on Education: A Digest of the National Assessment of Educational Progress.
ED 113 381 (A.GEN.c)

Use of the Model at the State and Local Levels.
ED 088 750 (B.GEN.a)

Using National Assessment for Program Evaluation. Two Papers Presented to the National Council for the Social Studies.
ED 135 839 (A.GEN.a)

Using the NAEP Test Exercises
EJ 096 956 (B.1.SOC.(1).(c))

What Do Young Adults Know About Science? Some Results From Two National Assessments.
ED 184 820 (A.1.SCI.(2).(d))

What Is National Assessment?
ED 067 394 (A.GEN.c)

What is National Assessment and What Does It say to us?
EJ 096 953 (B.GEN.b)

What's Happening in Science-the NAEP.
EJ 193 166 (B.1.SCI.(3).(d))

What Students Know and Can Do: Profiles of Three Age Groups.

ED 135 846 (A.GEN.b)
Write/Rewrite: An Assessment of Revision Skills; Selected Results from the Second National Assessment of Writing.
ED 141 826 (A.1.WRIT.(2).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume III–9-Year-Olds.
ED 196 044 (A.1.WRIT.(3).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume II–13-Year-Olds.
ED 196 043 (A.1.WRIT.(3).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume I–17-Year-Olds.
ED 196 042 (A.1.WRIT.(3).(d))
Writing Objectives for 1973-74 Assessment.
ED 072 460 (A.1.WRIT.(2).(b))

Native Speakers
Students From Homes in Which English Is Not the Dominant Language: Who Are They and How Well Do They Read?
ED 224 296 (A.1.READ.(3).(d))

Natural Sciences
National Assessment of Educational Progress, Report 1–Science: National Results and Illustrations of Group Comparisons.
ED 055 786 (A.1.SCI.(1).(d))
National Assessment of Educational Progress, Report 1–Science: National Results. Observations and Commentary of a Panel of Reviewers.
ED 055 785 (A.1.SCI.(1).(d))

Needs
The Past is Pertinent
EJ 099 002 (B.1.COD.(1).(c))

Needs Assessment
Major Informational Needs of National Assessment Audiences and Ways to Enhance the Assessment's Utility in Meeting Those Needs.
ED 194 576 (A.GEN.a)
Needs Assessment.
ED 136 355 (B.GEN.c)
A Speculative View of the Needs in Educational Measurement in Higher Education in the 1980s.
ED 178 570 (B.GEN.b)

News Media
News Media and Politicization: American Youth 1969-1975.
ED 191 759 (B.1.CIT.(2).(d))

Newsletters
CAPS Capsule: The National Assessment of Educational Progress. Concept and Organization. Vol. 3, No. 2.
ED 035 783 (B.GEN.c)
DEA News, Number 2, Spring and Summer 1974.
ED 093 762 (B.1.SOC.(1).(a))
National Assessment of Educational Progress. Newsletter, Volume 5, Number 7.
ED 073 007 (A.GEN.c)
National Assessment of Educational Progress Newsletter. Volume 6, Number 9.
ED 085 332 (A.1.SOC.(1).(d))

NIE ECS NAEP Item Development Project
Supplementary Mathematics Probe Study. Final Report.
ED 222 553 (B.SPEC.h.(1).(d))

Nonresponders
No-Show Analysis. Final Report.
ED 206 672 (A.1.SCI.(2).(c))

Nontraditional Education
Using National Assessment for Program Evaluation. Two Papers Presented to the National Council for the Social Studies.
ED 135 839 (A.GEN.a)

Norm Referenced Tests
Evaluating Performance on National Assessment Objectives: Norm-Referenced and Criterion-Referenced Interpretations
EJ 108 228 (B.GEN.a)
Hispanic Student Achievement in Five Learning Areas: 1971-75. National Assessment of Educational Progress Report No. BR-2, May 1977.
ED 138 414 (A.GEN.b)
How Can Local School Districts Use NAEP Data.
ED 147 372 (B.GEN.a)
Teachers and Achievement Testing.
ED 151 355 (B.GEN.c)
The 3rd National Assessment of Reading and Literature Versus Norm- and Criterion-Referenced Testing.
ED 159 599 (B.1.READ.(3).(c))

North Dakota
Mathematics in North Dakota. Summary of Performance for Eleventh Grade Mathematics Assessment, Spring, 1978.
ED 189 185 (B.GEN.b)
Mathematics in North Dakota. Summary of Performance for Fourth and Eighth Grade Mathematics Assessment, Spring, 1979.
ED 189 186 (B.GEN.b)
Reading in North Dakota. A Statewide Assessment of Reading Performance: Grades Four, Eight and Eleven, 1976-77 School Year.
ED 189 187 (B.GEN.a)

Number Concepts
Decimals: Results and Implications from National Assessment.
EJ 243 023 (B.1.MATH.(2).(d))
Math Fundamentals: Selected Results from the First National Assessment of Mathematics.
ED 102 029 (A.1.MATH.(1).(d))
Using Research in Teaching: Notes from National Assessment: Estimation
EJ 139 903 (B.1.MATH.(1).(d))

Number Operations
Concepts of the Fundamental Operations: Results and Implications from National Assessment.
EJ 237 356 (B.1.MATH.(2).(d))

Objectives
Mathematics Objectives: Second Assessment.
ED 156 439 (A.1.MATH.(2).(b))

Occupational Aspiration
Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation.
ED 159 456 (B.1.COD.(1).(d))

Occupational Tests
Category Scoring Techniques from National Assessment: Applications to Free Response Items from Career and Occupational Development.
ED 133 350 (A.1.COD.(1).(c))

Oral Language
Developing Oral Communication Skills: Implications of Theory and Research for Instruction and Training.
ED 193 677 (A.GEN.b)

Out of School Youth
Supplementary Frame Assessment Phase II Manual.
ED 206 670 (A.GEN.a)

Outcomes of Education
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature.
ED 096 348 (B.GEN.a)
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature. Appendix.
ED 096 349 (B.GEN.a)
Issues in the Analysis and Analysis of Change of National Assessment Data.
ED 194 605 (A.GEN.a)
Recent Trends in Achievement Levels of Black and White Youth.
EJ 262 707 (B.GEN.b)

Participant Satisfaction
1973 Assessment Workshops: Final Report.
ED 107 710 (A.GEN.a)

Pass Fail Grading
The Shape of Education for 1971-72.
ED 053 086 (B.GEN.b)

Performance
Citizenship/Social Studies Achievement: Trends over Time.
ED 153 906 (A.1.CIT.(2).(d))
Computational Skill in Division: Results and Implications from National Assessment.
EJ 242 908 (B.1.MATH.(2).(d))
Scoring Instrumental and Vocal Musical Performances.
ED 129 839 (A.1.MUS.(1).(c))

Performance Contracts
The Shape of Education for 1971-72.
ED 053 086 (B.GEN.b)

Performance Factors
Exploring National Assessment Data Using Singular Value Decomposition.
ED 107 720 (A.GEN.a)
The Marrow of Achievement Test Score Declines
EJ 139 741 (B.GEN.b)
No-Show Analysis. Final Report.
ED 206 672 (A.1.SCI.(2).(c))
Using the NAEP Test Exercises
EJ 096 956 (B.1.SOC.(1).(c))

Performance Tests
Reading & Measurement.
ED 159 628 (B.GEN.b)
The Third Assessment of Science, 1976-77. Released Exercise Set.
ED 161 686 (A.1.SCI.(3).(b))

Persuasive Discourse
Explanatory and Persuasive Letter Writing: Selected Results from the Second National Assessment of Writing.
ED 135 006 (A.1.WRIT.(2).(d))

Phonics
SLATE (Support for Learning and Teaching of English). Volume 2.

ED 146 629 (B.GEN.b)

Physical Education
Student Involvement in Test Development.
ED 069 699 (B.GEN.a)

Physical Environment
Effects of Home and School on Learning Mathematics, Political Knowledge and Political Attitudes.
ED 171 518 (A.GEN.b)

Physical Health
Checkup: A National Assessment of Health Awareness Among 17-Year-Olds and Young Adults. Report No. 08-H-01.
ED 160 604 (A.SPEC.g.(1).(d))

Physics
Physics Teaching and the National Assessment of Educational Progress
EJ 029 773 (B.1.SCI.(1).(d))

Pilot Projects
How Can Local School Districts Use NAEP Data.
ED 147 372 (B.GEN.a)

Poetry
Understanding Imaginative Language: Theme 1 of the National Assessment of Literature.
ED 077 002 (A.1.LIT.(1).(d))

Policy Formation
Improving Policy Development.
EJ 251 728 (B.GEN.b)

Political Attitudes
Changes in Political Knowledge and Attitudes, 1969-76. Selected Results from the Second National Assessments of Citizenship and Social Studies.
ED 166 123 (A.1.CIT.(2).(d))
Changes in the Political Orientations of American Youth: 1969-1975.
EJ 205 735 (B.1.CIT.(2).(d))
Citizenship. A Statewide Assessment in Texas.
ED 170 347 (B.GEN.a)
Citizenship Results from National Assessment.
EJ 232 150 (B.1.CIT.(2).(d))
Democratic Values and Pre-Adult Virtues: Tolerance, Knowledge and Participation.
ED 179 470 (B.1.CIT.(2).(d))
The NAEP Report on Changes in Political Knowledge and Attitudes, 1969-76
EJ 181 501 (B.1.CIT.(2).(d))
Political Knowledge and Attitudes, 1971-1972. A Special Social Studies Report from the National Assessment of Educational Progress.
ED 091 300 (A.1.SOC.(1).(d).)

Political Science
Citizenship. A Statewide Assessment in Texas.
ED 170 347 (B.GEN.a)
DEA News, Number 2, Spring and Summer 1974.
ED 093 762 (B.1.SOC.(1).(a))
National Assessment of Educational Progress Newsletter. Volume 6, Number 9.
ED 085 332 (A.1.SOC.(1).(d))
Political Knowledge and Attitudes, 1971-1972. A Special Social Studies Report from the National Assessment of Educational Progress.
ED 091 300 (A.1.SOC.(1).(d).)

Political Socialization
Changes in the Political Orientations of American Youth: 1969-1975.
EJ 205 735 (B.1.CIT.(2).(d))
Democratic Values and Pre-Adult Virtues: Tolerance, Knowledge and Participation.
ED 179 470 (B.1.CIT.(2).(d))
National Assessment of Educational Progress. Citizenship: National Results. Report 2.
ED 049 113 (A.1.CIT.(1).(d))
News Media and Politicization: American Youth 1969-1975.
ED 191 759 (B.1.CIT.(2).(d))
Some Implications of National Assessment Findings for Curriculum Development in the Social Studies.
ED 090 072 (B.1.SOC.(1).(d))

Politics
Assessing Students' Political IQ
EJ 100 495 (B.1.SOC.(1).(d))
Citizenship Results from National Assessment.
EJ 232 150 (B.1.CIT.(2).(d))

Predictor Variables
Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.
ED 215 034 (B.GEN.b)
The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132 (A.1.READ.(3).(d))
Supplementary Mathematics Probe Study. Final Report.
ED 222 553 (B.SPEC.h.(1).(d))

Preservice Teacher Education
Computational Competencies of Prospective Elementary Mathematics Teachers
EJ 174 237 (B.1.MATH.(1).(d))

Presidents Comm Foreign Lang International Studies
Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education. The ACTFL Foreign Language Education Series.
ED 197 596 (B.GEN.b)

Printing
Printing and Scoring Activities, Final Report, Year 11, National Assessment of Educational Progress.
ED 210 299 (A.GEN.a)

Private Schools
Keeping Up
EJ 142 267 (B.GEN.c)
Reading and Mathematics Achievement in Public and Private Schools: Is There a Difference?
ED 206 682 (A.GEN.b)

Probability
Basic Concepts of Probability–What Do People Know?
EJ 195 195 (B.1.MATH.(2).(d))
What Are the Chances of Your Students Knowing Probability?
EJ 246 318 (B.1.MATH.(2).(d))

Problem Sets
The Second Assessment of Mathematics, 1977-78, Released Exercise Set.
ED 187 543 (A.1.MATH.(2).(b))
Selected Supplemental Mathematics Exercises. National Assessment of Educational Progress.
ED 183 388 (A.SPEC.h.(1).(b))

Problem Solving
Calculators in Testing Situations: Results and Implications from National Assessment.
EJ 239 344 (B.1.MATH.(2).(d))
Folk Mathematics.
EJ 241 193 (B.1.MATH.(2).(d))
Fractions: Results and Implications from National Assessment.
EJ 246 313 (B.1.MATH.(2).(d))
Mathematical Applications: Selected Results from the Second Assessment of Mathematics.
ED 176 965 (A.1.MATH.(2).(d))
NAEP Note: Problem Solving.
EJ 230 922 (B.1.MATH.(2).(d))
National Assessment of Educational Progress.
EJ 226 446 (B.1.MATH.(2).(d))
Notes from National Assessment: Word Problems
EJ 140 099 (B.1.MATH.(1).(d))
A Plan for a Mathematics Curriculum with a Focus on Problem Solving for Elementary Grades K-5.
ED 210 180 (B.GEN.b)
Solving Verbal Problems: Results and Implications from National Assessment.
EJ 230 908 (B.1.MATH.(2).(d))
What Are the Chances of Your Students Knowing Probability?
EJ 246 318 (B.1.MATH.(2).(d))

Productivity
Probing a Model of Educational Productivity in Science with National Assessment Samples of Early Adolescents.
EJ 248 026 (B.1.SCI.(3).(d))

Professional Associations
From NAEP.....
EJ 096 960 (B.GEN.b)

Program Administration
National Assessment of Educational Progress DS [District Supervisor] Training Manual, Year 11.
ED 206 668 (A.1.READ.(3).(c))

Program Budgeting
The Shape of Education for 1971-72.
ED 053 086 (B.GEN.b)

Program Descriptions
The Competency Movement: Problems and Solutions. AASA Critical Issues Report.
ED 150 677 (B.GEN.b)
NAEP: One "Tool" to Improve Instruction
EJ 153 537 (B.GEN.b)
Standards and National Assessment: Synthesis of Seven Educators' Responses to Questions on the National Assessment's Role Relative to Higher Standards in Education.
ED 226 062 (A.GEN.b)

Program Design
National Assessment's Public-Use Data Tapes.
ED 202 867 (A.GEN.a)

Program Development
The Competency Movement: Problems and Solutions. AASA Critical Issues Report.
ED 150 677 (B.GEN.b)

The National Assessment Approach to Objectives and Exercise Development.
ED 194 577 (A.GEN.a)
The National Assessment of Educational Progress
EJ 095 637 (B.GEN.b)

Program Effectiveness
DoDDS Language Arts Assessment Results, 1977-78.
ED 184 133 (B.GEN.a)
Has Title I Improved Education for Disadvantaged Students? Evidence from Three National Assessments of Reading.
ED 201 995 (A.1.READ.(3).(d))
Measuring Educational Quality: Harold G. Shane Interviews Willard Wirtz on the National Assessment of Educational Progress.
EJ 255 106 (B.GEN.b)
Measuring the Quality of Education: A Report on Assessing Educational Progress.
ED 213 769 (B.GEN.b)
Minnesota Educational Assessment: A Comprehensive Planning Study.
ED 084 657 (B.GEN.a)
National Assessment Measuring American Education.
ED 068 513 (A.GEN.c)

Program Evaluation
Assessing Science Education at the Eighth Grade Level in Selected Public Secondary Schools in North Mississippi.
ED 118 351 (B.1.SCI.(1).(c))
A Design to Study the Effectiveness of Well-Implemented Individualized Instruction in Compensatory Reading and Mathematics Programs. Final Report.
ED 117 215 (B.GEN.b)
Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.
ED 177 329 (B.SPEC.c.(1).(b))
Educators Look at Reading Results; Summary of Findings and Preliminary Interpretation by the Richfield Reading Data Analysis Committee.
ED 128 363 (B.GEN.a)
Evaluating Performance on National Assessment Objectives: Norm-Referenced and Criterion-Referenced Interpretations
EJ 108 228 (B.GEN.a)
Jackknifing Disattenuated Correlations: National Assessment of Educational Progress.
ED 064 393 (B.GEN.a)
NAEP: One "Tool" to Improve Instruction
EJ 153 537 (B.GEN.b)
National Assessment - What, Why, How
EJ 002 390 (B.GEN.c)
USOE's Title I Evaluation Model and Technical Assistance Efforts: A Symposium Presented at the 1977 Annual Meeting of A-E-R-A.
ED 152 823 (B.GEN.c)

Program Improvement
Career Development Needs of Adults: How to Improve Career Development Programs.
ED 147 499 (B.1.COD.(1).(d))
Career Development Needs of Nine-Year Olds: How to Improve Career Development Programs.
ED 147 497 (B.1.COD.(1).(d))
Career Development Needs of Seventeen Year Olds: How to Improve Career Development Programs.
ED 147 555 (B.1.COD.(1).(d))
Career Development Needs of Thirteen-Year Olds: How to Improve Career Development Programs.
ED 147 498 (B.1.COD.(1).(d))
Improving Policy Development.
EJ 251 728 (B.GEN.b)
National Assessment's Public-Use Data Tapes.
ED 202 867 (A.GEN.a)

Programing (Broadcast)
Analysis of Supplemental Background Questions on Homework and TV.
ED 159 055 (A.GEN.b)

Public Affairs Education
DEA News, Number 2, Spring and Summer 1974.
ED 093 762 (B.1.SOC.(1).(a))
Education for Citizenship: A Bicentennial Survey. User Manual for Replicating the Citizenship Survey.
ED 132 079 (A.1.CIT.(2).(c))
The NAEP Report on Changes in Political Knowledge and Attitudes, 1969-76
EJ 181 501 (B.1.CIT.(2).(d))
National Assessment of Educational Progress Newsletter. Volume 6, Number 9.
ED 085 332 (A.1.SOC.(1).(d))

Public Education
Educators Assess Public Knowledge of Science
EJ 155 884 (B.1.SCI.(3).(a))

Public Opinion
What Test Questions are Likely to Offend the General Public
EJ 040 104 (B.GEN.a)

Public Policy
Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education. The ACTFL Foreign Language Education Series.
ED 197 596 (B.GEN.b)
Assessment Programs–Implications for Education. Educational Goals and Public Priorities: Education Commission of the States Annual Meeting. (5th, Boston, Massachusetts, July 7-9, 1971.) Clinic Session No. 5
EJ 045 703 (A.GEN.c)

Public Schools
Reading and Mathematics Achievement in Public and Private Schools: Is There a Difference?
ED 206 682 (A.GEN.b)

Punctuation
Writing Mechanics, 1969-1974: A Capsule Description of Changes in Writing Mechanics.
ED 113 736 (A.1.WRIT.(2).(d))

Quality Control
In-School Quality Check Activities. Final Report of Year 11.
ED 206 694 (A.GEN.a)
Printing and Scoring Activities, Final Report, Year 11, National Assessment of Educational Progress.
ED 210 299 (A.GEN.a)

Quantitative Tests
Mathematics in North Dakota. Summary of Performance for Eleventh Grade Mathematics Assessment, Spring, 1978.
ED 189 185 (B.GEN.b)
Mathematics in North Dakota. Summary of Performance for Fourth and Eighth Grade Mathematics Assessment, Spring, 1979.
ED 189 186 (B.GEN.b)

Racial Attitudes
National Comparisons of Racial Attitudes of Segregated and Desegregated Students.
ED 173 457 (B.GEN.b)

Racial Bias
Assessing Listening Ability: Relationships with Verbal Ability and Racial/Ethnic Bias.
ED 193 678 (A.GEN.b)
NAEP, Race, Sex and Political Attitudes.
ED 211 395 (B.1.SOC.(1).(d))

Racial Composition
Science Achievement: Racial and Regional Trends, 1969-1973.
ED 127 143 (A.1.SCI.(2).(d))

Racial Differences
An Assessment of the Social Studies Achievement of Thirteen-Year-Olds in Rural Public Schools of North Mississippi.
ED 147 040 (B.GEN.b)
Changes in the Political Orientations of American Youth: 1969-1975.
EJ 205 735 (B.1.CIT.(2).(d))
The Effects of the Rural School.
ED 201 460 (B.GEN.b)
One More Time: NAEP and Blacks
EJ 096 958 (B.1.CIT.(1).(d))
Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation.
ED 159 456 (B.1.COD.(1).(d))
Recent Trends in Achievement Levels of Black and White Youth.
EJ 262 707 (B.GEN.b)
Science Achievement: Racial and Regional Trends, 1969-1973.
ED 127 143 (A.1.SCI.(2).(d))

Racial Relations
National Comparisons of Racial Attitudes of Segregated and Desegregated Students.
ED 173 457 (B.GEN.b)

Reader Response
Reading, Thinking, Writing . . . and Teaching.
EJ 261 359 (B.GEN.b)

Reading
An Analysis of the Results of the Florida Educational Assessment Using the NAEP Model. Reading and Mathematics, 1974-75.
ED 137 412 (B.GEN.a)
Graphic Materials: Theme 2, Reading.
ED 078 384 (A.1.READ.(1).(d))
Highlights and Trends from National Assessment: Changes in Reading Achievement, 1970-1975.
ED 128 766 (A.SPEC.f.(1).(d))
Reading and Literature: General Information Yearbook.
ED 072 421 (A.GEN.a)
Reading Objectives.
ED 041 010 (A.1.READ.(1).(b))
Reading Objectives; Second Assessment.
ED 089 238 (A.1.READ.(2).(b))
Reading: Summary Data.

ED 094 359 (A.1.READ.(1).(d))

Reading: Summary. National Assessment of Educational Progress. A Project of the Education Commission of the States. Report 02-R-00.

ED 067 654 (A.1.READ.(1).(d))

Speed Reading Through a Glass Darkly.

ED 065 835 (B.1.READ.(1).(d))

Reading Ability

Adult Reading Abilities: Definitions and Measurements.

ED 068 810 (A.1.READ.(1).(d))

Evaluating Performance on National Assessment Objectives: Norm-Referenced and Criterion-Referenced Interpretations

EJ 108 228 (B.GEN.a)

Minnesota Educational Assessment: Pilot Phase Results. Summary Report.

ED 089 464 (B.GEN.a)

NAEP-Should We Kill the Messenger Who Brings Bad News?

EJ 158 670 (B.1.READ.(2).(d))

Reading in America: A Perspective on Two Assessments.

ED 128 785 (A.1.READ.(2).(d))

Reading Rate and Comprehension: 1970-71 Assessment.

ED 076 934 (A.1.READ.(1).(d))

Reading: Summary. National Assessment of Educational Progress. A Project of the Education Commission of the States. Report 02-R-00.

ED 067 654 (A.1.READ.(1).(d))

Reading Achievement

Assessment of Reading Growth, Level (Age) 9, and Level (Age) 13: Teachers/Administrators Manual.

ED 177 181 (B.1.READ.(2).(b))

Do Children Read Better Now Than 10 Years Ago?

ED 210 638 (B.1.READ.(3).(d))

Drawing Inferences: Theme 7, Reading.

ED 083 533 (A.1.READ.(1).(d))

The First Assessment of Reading, 1970-71 Assessment. Released Exercise Set. No. 02-R-25.

ED 191 017 (A.1.READ.(1).(b))

Functional Literacy: Basic Reading Performance; A Brief Summary and Highlights of an Assessment of 17-Year-Old Students in 1974 and 1975.

ED 133 704 (A.SPEC.f.(1).(d))

Functional Literacy-Basic Reading Performance; An Assessment of In-School 17-Year-Olds in 1974. Press Summary.

ED 112 389 (A.SPEC.f.(1).(d))

A Handbook of the Mini-Assessment of Functional Literacy-1974 and 1975; Functional Literacy Basic Reading Performance.

ED 134 951 (A.SPEC.f.(1).(c))

Highlights and Trends from National Assessment: Changes in Reading Achievement, 1970-1975.

ED 128 766 (A.SPEC.f.(1).(d))

A Look at Reading Achievement in the United States: The Latest Data.

EJ 261 383 (B.1.READ.(3).(d))

NAEP Reading Assessment.

EJ 227 755 (B.1.READ.(3).(d))

National Assessment of Educational Progress in Reading.

ED 176 226 (B.1.READ.(2).(d))

Oversight Hearing on Reading Programs and Hearing on H. R. 8304 and H. R. 9048; Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 94th Congress, First Session on H. R. 8304 and H. R. 9048, November 13, 1975.

ED 117 688 (B.GEN.b)

Procedural Handbook: 1979-80 Reading and Literature Assessment.

ED 210 300 (A.1.READ.(3).(c))

Reading and Literature Objectives, 1979-80 Assessment. No. 11-RL-10.

ED 185 503 (A.1.READ.(3).(b))

Reading and Mathematics Achievement in Public and Private Schools: Is There a Difference?

ED 206 682 (A.GEN.b)

Reading Change, 1970-75: Summary Volume. Reading Report No. 06-R-21.

ED 153 196 (A.1.READ.(2).(d))

Reading in America: A Perspective on Two Assessments.

ED 128 785 (A.1.READ.(2).(d))

Reading in North Dakota. A Statewide Assessment of Reading Performance: Grades Four, Eight and Eleven, 1976-77 School Year.

ED 189 187 (B.GEN.a)

Reading & Measurement.

ED 159 628 (B.GEN.b)

Reading: Summary. National Assessment of Educational Progress. A Project of the Education Commission of the States. Report 02-R-00.

ED 067 654 (A.1.READ.(1).(d))

The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.

ED 214 132 (A.1.READ.(3).(d))

Statistical/Documentary Report, 1974 and 1975 Assessments of 17-Year-Old Students, Summary Volume; Functional Literacy Basic Reading Performance.

ED 134 954 (A.SPEC.f.(1).(d))

Students From Homes in Which English Is Not the Dominant Language: Who Are They and How Well Do They Read?

ED 224 296 (A.1.READ.(3).(d))

Three National Assessments of Reading: Changes in Performance, 1970-80.

ED 200 898 (A.1.READ.(3).(d))

Understanding Words and Word Relationships: Theme 1 of the National Assessment of Reading.

ED 077 021 (A.1.READ.(1).(d))

Written Directions: Theme 3, Reading.

ED 083 572 (A.1.READ.(1).(d))

Reading Assignments

Reading: Released Exercises.

ED 079 684 (A.1.READ.(1).(b))

Reading Comprehension

Adult Readers: Will They Need Basics Too?

ED 182 690 (A.SPEC.a.(1).(d))

Assessment of Reading Growth, Level (Age) 9, and Level (Age) 13: Teachers/Administrators Manual.

ED 177 181 (B.1.READ.(2).(b))

Drawing Inferences: Theme 7, Reading.

ED 083 533 (A.1.READ.(1).(d))

Functional Literacy: Basic Reading Performance. An Assessment of In-School 17-Year-Olds in 1974. Technical Summary.

ED 112 350 (A.SPEC.f.(1).(d))

Literature: Released Exercises.

ED 077 019 (A.1.LIT.(1).(b))

Main Ideas and Organization: Theme 6, Reading.

ED 079 688 (A.1.READ.(1).(d))

NAEP-Should We Kill the Messenger Who Brings Bad News?

EJ 158 670 (B.1.READ.(2).(d))

Performance of Hispanic Students in Two National Assessments of Reading.

ED 217 397 (A.1.READ.(3).(d))

Reading Change, 1970-75: Summary Volume. Reading Report No. 06-R-21.

ED 153 196 (A.1.READ.(2).(d))

Reading Comprehension of American Youth: Do They Understand What They Read? Results from the 1979-80 National Assessment of Reading and Literature.

ED 217 396 (A.1.READ.(3).(d))

Reading/Literature Released Exercise Set, 1979-80 Assessment.

ED 205 588 (A.1.READ.(3).(b))

Reading/Literature Released Exercise Set, 1979-80 Assessment. Supplement.

ED 205 589 (A.1.READ.(3).(b))

Reading Objectives.

ED 041 010 (A.1.READ.(1).(b))

Reading Rate and Comprehension: 1970-71 Assessment.

ED 076 934 (A.1.READ.(1).(d))

Reading Resource Items for Minimal Competency Testing. A Collection of Reading Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.

ED 173 394 (A.SPEC.a.(1).(b))

The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.

ED 214 132 (A.1.READ.(3).(d))

Research Report

EJ 075 336 (B.1.READ.(1).(d))

Technical Information and Data from the 1977 Young Adult Assessment of Health, Energy and Reading; Released Exercises, National and Group Results.

ED 193 260 (A.GEN.b)

Understanding Words and Word Relationships: Theme 1 of the National Assessment of Reading.

ED 077 021 (A.1.READ.(1).(d))

Reading Development

The Good News in Reading

EJ 156 580 (B.1.READ.(2).(d))

Literature Objectives.

ED 041 009 (A.1.LIT.(1).(b))

Reading Habits

Literature: Released Exercises.

ED 077 019 (A.1.LIT.(1).(b))

Literature: Summary Data.

ED 079 685 (A.1.LIT.(1).(d))

A Survey of Reading Habits: Theme 4, Literature.

ED 078 366 (A.1.LIT.(1).(d))

Reading Improvement

Do Children Read Better Now Than 10 Years Ago?
ED 210 638 (B.1.READ.(3).(d))
The Good News in Reading
EJ 156 580 (B.1.READ.(2).(d))
Has Title I Improved Education for Disadvantaged Students? Evidence from Three National Assessments of Reading.
ED 201 995 (A.1.READ.(3).(d))
Performance of Hispanic Students in Two National Assessments of Reading.
ED 217 397 (A.1.READ.(3).(d))
Reading Scores of American Nine Year Olds: NAEP's Tests
EJ 158 671 (B.1.READ.(2).(d))

Reading Instruction
ERIC/RCS: Developing Critical Reading and Thinking Skills.
EJ 261 390 (B.GEN.b)
Keeping Up
EJ 142 267 (B.GEN.c)
Oversight Hearing on Reading and Writing Achievement. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session.
ED 209 635 (B.GEN.b)
Raising Reading Scores: The Right Way and the Wrong Way for Continued Success.
ED 172 159 (B.GEN.b)
Reading & Measurement.
ED 159 628 (B.GEN.b)
Reading Objectives; Second Assessment.
ED 089 238 (A.1.READ.(2).(b))
The Reading-Writing-Thinking Connection.
ED 208 374 (B.1.LIT.(2).(d))

Reading Interests
How Students Feel About Literature
EJ 093 925 (B.1.LIT.(1).(d))

Reading Materials
Written Directions: Theme 3, Reading.
ED 083 572 (A.1.READ.(1).(d))

Reading Processes
Reading: Summary. National Assessment of Educational Progress. A Project of the Education Commission of the States. Report 02-R-00.
ED 067 654 (A.1.READ.(1).(d))

Reading Programs
Educators Look at Reading Results; Summary of Findings and Preliminary Interpretation by the Richfield Reading Data Analysis Committee.
ED 128 363 (B.GEN.a)
Oversight Hearing on Reading Programs and Hearing on H. R. 8304 and H. R. 9048; Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 94th Congress, First Session on H. R. 8304 and H. R. 9048, November 13, 1975.
ED 117 688 (B.GEN.b)

Reading Rate
Reading Rate and Comprehension: 1970-71 Assessment.
ED 076 934 (A.1.READ.(1).(d))
Speed Reading Through a Glass Darkly.
ED 065 835 (B.1.READ.(1).(d))

Reading Research
Adult Readers: Will They Need Basics Too?
ED 182 690 (A.SPEC.a.(1).(d))
Critical Reading: Theme 8, Reading.
ED 078 387 (A.1.READ.(1).(d))
Drawing Inferences: Theme 7, Reading.
ED 083 533 (A.1.READ.(1).(d))
Functional Literacy: Basic Reading Performance; A Brief Summary and Highlights of an Assessment of 17-Year-Old Students in 1974 and 1975.
ED 133 704 (A.SPEC.f.(1).(d))
Graphic Materials: Theme 2, Reading.
ED 078 384 (A.1.READ.(1).(d))
A Handbook of the Mini-Assessment of Functional Literacy–1974 and 1975; Functional Literacy Basic Reading Performance.
ED 134 951 (A.SPEC.f.(1).(c))
Main Ideas and Organization: Theme 6, Reading.
ED 079 688 (A.1.READ.(1).(d))
National Assessment of Educational Progress in Reading.
ED 176 226 (B.1.READ.(2).(d))
Performance of Hispanic Students in Two National Assessments of Reading.
ED 217 397 (A.1.READ.(3).(d))
Reading Change, 1970-75: Summary Volume. Reading Report No. 06-R-21.
ED 153 196 (A.1.READ.(2).(d))
Reading Comprehension of American Youth: Do They Understand What They Read? Results from the 1979-80 National Assessment of Reading and Literature.
ED 217 396 (A.1.READ.(3).(d))
Reading Rate and Comprehension: 1970-71 Assessment.
ED 076 934 (A.1.READ.(1).(d))
Reference Materials: Theme 4, Reading.
ED 079 687 (A.1.READ.(1).(d))
Research Report
EJ 075 336 (B.1.READ.(1).(d))
Speed Reading Through a Glass Darkly.
ED 065 835 (B.1.READ.(1).(d))
Statistical/Documentary Report, 1974 and 1975 Assessments of 17-Year-Old Students, Summary Volume; Functional Literacy Basic Reading Performance.
ED 134 954 (A.SPEC.f.(1).(d))
Three National Assessments of Reading: Changes in Performance, 1970-80.
ED 200 898 (A.1.READ.(3).(d))

Reading Skills
Drawing Inferences: Theme 7, Reading.
ED 083 533 (A.1.READ.(1).(d))
Educators Look at Reading Results; Summary of Findings and Preliminary Interpretation by the Richfield Reading Data Analysis Committee.
ED 128 363 (B.GEN.a)
The First Assessment of Reading, 1970-71 Assessment. Released Exercise Set. No. 02-R-25.
ED 191 017 (A.1.READ.(1).(b))
Functional Literacy–Basic Reading Performance; An Assessment of In-School 17-Year-Olds in 1974. Press Summary.
ED 112 389 (A.SPEC.f.(1).(d))
Gleaning Significant Facts from Passages: Theme 5, Reading.
ED 078 360 (A.1.READ.(1).(d))
The Good News in Reading
EJ 156 580 (B.1.READ.(2).(d))
Graphic Materials: Theme 2, Reading.
ED 078 384 (A.1.READ.(1).(d))
Main Ideas and Organization: Theme 6, Reading.
ED 079 688 (A.1.READ.(1).(d))
Oversight Hearing on Reading and Writing Achievement. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session.
ED 209 635 (B.GEN.b)
Raising Reading Scores: The Right Way and the Wrong Way for Continued Success.
ED 172 159 (B.GEN.b)
Reading in America: A Perspective on Two Assessments.
ED 128 785 (A.1.READ.(2).(d))
Reading Objectives; Second Assessment.
ED 089 238 (A.1.READ.(2).(b))
Reading Rate and Comprehension: 1970-71 Assessment.
ED 076 934 (A.1.READ.(1).(d))
Reading: Released Exercises.
ED 079 684 (A.1.READ.(1).(b))
Reading: Summary. National Assessment of Educational Progress. A Project of the Education Commission of the States. Report 02-R-00.
ED 067 654 (A.1.READ.(1).(d))
Recipes, Wrappers, Reasoning and Rate; A Digest of the First Reading Assessment.
ED 092 869 (A.1.READ.(1).(d))
Students From Homes in Which English Is Not the Dominant Language: Who Are They and How Well Do They Read?
ED 224 296 (A.1.READ.(3).(d))
Written Directions: Theme 3, Reading.
ED 083 572 (A.1.READ.(1).(d))

Reading Tests
Adult Reading Abilities: Definitions and Measurements.
ED 068 810 (A.1.READ.(1).(d))
Assessment of Reading Growth, Level (Age) 9, and Level (Age) 13: Teachers/Administrators Manual.
ED 177 181 (B.1.READ.(2).(b))
Critical Reading: Theme 8, Reading.
ED 078 387 (A.1.READ.(1).(d))
The First Assessment of Reading, 1970-71 Assessment. Released Exercise Set. No. 02-R-25.
ED 191 017 (A.1.READ.(1).(b))
Functional Literacy: Basic Reading Performance. An Assessment of In-School 17-Year-Olds in 1974. Technical Summary.
ED 112 350 (A.SPEC.f.(1).(d))
The Good News in Reading
EJ 156 580 (B.1.READ.(2).(d))
Measures of Non-Academic Functional Literacy in Children. An Evaluation of Available Instruments.
ED 170 351 (B.GEN.b)
National Assessment of Educational Progress in Reading.
ED 176 226 (B.1.READ.(2).(d))
Perspectives on the National Assessment of Educational Progress
EJ 165 498 (B.GEN.c)
Raising Reading Scores: The Right Way and the Wrong Way for Continued Success.

ED 172 159 (B.GEN.b)
Reading in North Dakota. A Statewide Assessment of Reading Performance: Grades Four, Eight and Eleven, 1976-77 School Year.
ED 189 187 (B.GEN.a)
Reading/Literature Released Exercise Set, 1979-80 Assessment.
ED 205 588 (A.1.READ.(3).(b))
Reading & Measurement.
ED 159 628 (B.GEN.b)
Reading Resource Items for Minimal Competency Testing. A Collection of Reading Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
ED 173 394 (A.SPEC.a.(1).(b))

Reading Writing Relationship
ERIC/RCS: Developing Critical Reading and Thinking Skills.
EJ 261 390 (B.GEN.b)

Reference Materials
Reading: Released Exercises.
ED 079 684 (A.1.READ.(1).(b))
Reference Materials: Theme 4, Reading.
ED 079 687 (A.1.READ.(1).(d))

Relevance (Education)
Folk Mathematics.
EJ 241 193 (B.1.MATH.(2).(d))
The Information Society: Are High School Graduates Ready?
ED 223 812 (A.GEN.b)
National Assessment: Where Is It Now?
EJ 048 716 (B.GEN.b)
The New Social History in the High School Classroom.
ED 168 932 (B.1.SOC.(1).(b))

Reliability
Stability of Nominal Categories Over Readers, Over Time.
ED 110 494 (A.GEN.a)

Reports
Change in National Science Achievement: Some Analysis Problems.
ED 157 709 (A.1.SCI.(2).(c))
Overview and Analysis of School Mathematics, Grades K-12.
ED 115 512 (B.1.MATH.(1).(d))

Research
Achievement and Participation of Women in Mathematics: An Overview. Report of a Two-Year Study.
ED 184 878 (A.GEN.b)
Consumer Math: Selected Results from the First National Assessment of Mathematics.
ED 111 696 (A.1.MATH.(1).(d))
Do Thirteen-Year-Olds Write as Well as Seventeen -Year-Olds?
EJ 047 932 (B.1.WRIT.(1).(d))
A National Assessment of Achievement and Participation of Women in Mathematics. Final Report.
ED 187 562 (A.GEN.b)
The National Assessment of Citizenship: Implications for Social Studies Research.
ED 071 982 (B.1.CIT.(1).(c))
Results and Implications of the NAEP Mathematics Assessment: Elementary School
EJ 126 749 (B.1.MATH.(1).(d))
Results and Implications of the NAEP Mathematics Assessment: Secondary School
EJ 126 740 (B.1.MATH.(1).(d))
Results of the Second NAEP Mathematics Assessment: Secondary School.
EJ 224 414 (B.1.MATH.(2).(d))

Research Design
A Design to Study the Effectiveness of Well-Implemented Individualized Instruction in Compensatory Reading and Mathematics Programs. Final Report.
ED 117 215 (B.GEN.b)
Do Thirteen-Year-Olds Write as Well as Seventeen -Year-Olds?
EJ 047 932 (B.1.WRIT.(1).(d))
Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.
ED 199 299 (B.GEN.a)
NAEP Year 11 Design Efficiency Study. Final Report.
ED 206 709 (A.GEN.a)
A Research Strategy for Educational Improvement.
EJ 258 902 (B.GEN.c)

Research Methodology
Assessment As Exploratory Research: A Theoretical Overview.
ED 160 646 (A.GEN.a)
Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.
ED 199 299 (B.GEN.a)
NAEP Year 11 Design Efficiency Study. Final Report.
ED 206 709 (A.GEN.a)
National Assessment Approach to Sampling Error Estimation. Sampling Error Monograph.
ED 206 671 (A.GEN.a)
The National Assessment of Literature: A Review
EJ 130 872 (B.1.LIT.(1).(c))
A Research Strategy for Educational Improvement.
EJ 258 902 (B.GEN.c)

Research Needs
NAEP Reading Assessment.
EJ 227 755 (B.1.READ.(3).(d))
Research Implications and Questions From the Year 04 NAEP Mathematics Assessment
EJ 148 897 (B.1.MATH.(1).(d))

Research Problems
Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.
ED 199 299 (B.GEN.a)
National Assessment Approach to Sampling Error Estimation. Sampling Error Monograph.
ED 206 671 (A.GEN.a)
National Assessment's Consumer Skills Assessments.
ED 155 116 (A.SPEC.d.(1).(c))
The Next Stage in Educational Assessment
EJ 262 683 (B.GEN.b)

Research Projects
Do Thirteen-Year-Olds Write as Well as Seventeen -Year-Olds?
EJ 047 932 (B.1.WRIT.(1).(d))
Issues Related to Assessing Listening Ability.
ED 155 759 (A.GEN.a)

Research Reviews (Publications)
Literature, Humanities, Media: Research Roundup
EJ 109 160 (B.GEN.c)

Research Utilization
Keys to Research, Utilization and Adoption. A Study Conducted with a Grant from The Ford Foundation Focusing on Selected Aspects of Agriculture, Economics and Health.
ED 154 200 (A.GEN.a)
Notes from National Assessment: Basic Concepts of Area and Volume
EJ 126 756 (B.1.MATH.(1).(d))
Notes from National Assessment: Perimeter and Area
EJ 128 372 (B.1.MATH.(1).(d))
Notes from National Assessment: Processes Used on Computational Exercises
EJ 135 036 (B.1.MATH.(1).(d))
Notes from National Assessment: Recognizing and Naming Solids
EJ 130 258 (B.1.MATH.(1).(d))
Notes from National Assessment: Word Problems
EJ 140 099 (B.1.MATH.(1).(d))
A Research Strategy for Educational Improvement.
EJ 258 902 (B.GEN.c)
Subtraction: What do Students Know?
EJ 130 107 (B.1.MATH.(1).(d))
Using Research in Teaching. Notes from National Assessment: Addition and Multiplication with Fractions
EJ 133 404 (B.1.MATH.(1).(d))
Using Research in Teaching: Notes from National Assessment: Estimation
EJ 139 903 (B.1.MATH.(1).(d))

Response Style (Tests)
The Effect of Position and Format on the Difficulty of Assessment Exercises.
ED 124 589 (A.GEN.a)
Multiple Choice Test Bias Uncovered by Use of an "I Don't Know" Alternative.
ED 121 824 (A.GEN.a)
National Comparisons of Racial Attitudes of Segregated and Desegregated Students.
ED 173 457 (B.GEN.b)

Responses
The Effect of Position and Format on the Difficulty of Assessment Exercises.
ED 124 589 (A.GEN.a)

Richfield Educational Assessment Program
Educators Look at Reading Results; Summary of Findings and Preliminary Interpretation by the Richfield Reading Data Analysis Committee.
ED 128 363 (B.GEN.a)

Right to Read
Functional Literacy: Basic Reading Performance; A Brief Summary and Highlights of an Assessment of 17-Year-Old Students in 1974 and 1975.
ED 133 704 (A.SPEC.f.(1).(d))

Role Perception
A Woman's Place.
ED 155 330 (A.1.WRIT.(2).(d))

Rural Education
Educational Outcomes of Social Studies Programs in Rural Schools.

ED 171 461 (B.1.SOC.(1).(d))
National Assessment and Rural Education.
ED 085 127 (B.GEN.c)
Student Achievement in Rural Schools: A View from the National Assessment Data.
ED 172 980 (A.GEN.b)

Rural Schools
Student Achievement in Rural Schools: A View from the National Assessment Data.
ED 172 980 (A.GEN.b)

Rural Youth
An Assessment of the Social Studies Achievement of Thirteen-Year-Olds in Rural Public Schools of North Mississippi.
ED 147 040 (B.GEN.b)
Educational Outcomes of Social Studies Programs in Rural Schools.
ED 171 461 (B.1.SOC.(1).(d))
The Effects of the Rural School.
ED 201 460 (B.GEN.b)
Student Achievement in Rural Schools: A View from the National Assessment Data.
ED 172 980 (A.GEN.b)

Sampling
Basic Life Skills. Technical Report. Report No. 08-BLS-21.
ED 177 170 (A.SPEC.c.(1).(c))
Career and Occupational Development Kit. Instruction Manual.
ED 145 199 (A.1.COD.(1).(c))
The Essence of Balancing: Adjustment of Group Effects.
ED 104 936 (B.GEN.a)
In-School Quality Check Activities. Final Report of Year 11.
ED 206 694 (A.GEN.a)
NAEP Procedures and Small-Scale Assessment: Applications to Some Local Problems
EJ 096 959 (B.GEN.a)
NAEP Year 11 Design Efficiency Study. Final Report.
ED 206 709 (A.GEN.a)
The National Assessment Approach to Sampling.
ED 099 416 (A.GEN.a)
National Assessment Approach to Sampling Error Estimation. Sampling Error Monograph.
ED 206 671 (A.GEN.a)
National Educational Assessment: Pro and Con.
ED 070 172 (B.GEN.c)
Research Issues Arising from the National Assessment of Educational Progress.
ED 052 244 (B.GEN.a)
Sampling and Weighting Activities for Assessment Year 11. Final Report on National Assessment of Educational Progress.
ED 206 703 (A.GEN.a)
Year 11 Primary Sample for the National Assessment of Educational Progress. Final Report.
ED 208 008 (A.GEN.a)

Sampling Error
National Assessment Approach to Sampling Error Estimation. Sampling Error Monograph.
ED 206 671 (A.GEN.a)

Scholastic Aptitude Test
Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
EJ 219 576 (B.GEN.b)

School Community Programs
The New Social History in the High School Classroom.
ED 168 932 (B.1.SOC.(1).(b))

School Desegregation
Integration and Science Achievement
EJ 136 727 (B.1.SCI.(2).(d))

School District Autonomy
POWER and the National Assessment of Educational Progress
EJ 124 185 (B.GEN.b)

School Districts
Competency Testing: An Encounter with the Future.
ED 187 758 (B.GEN.c)
Educators Look at Reading Results; Summary of Findings and Preliminary Interpretation by the Richfield Reading Data Analysis Committee.
ED 128 363 (B.GEN.a)
How Can Local School Districts Use NAEP Data.
ED 147 372 (B.GEN.a)
How Have You Used National Assessment Materials? . . . Responses from Six Educators.
ED 222 550 (A.GEN.b)
In-School Field Operations and Data Collection Activities, Year 11. Final Report.
ED 206 695 (A.GEN.a)
The Menomonee Falls, Wisconsin Experience.
ED 137 410 (B.1.READ.(2).(c))
Potential Uses of the National Assessment Model at the State and Local Levels.
ED 093 906 (B.1.CIT.(1).(d))

School Entrance Age
Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.
ED 215 034 (B.GEN.b)
A Closer Look at School Cutoff Dates and Achievement.
ED 216 050 (A.GEN.b)

School Readiness
A Closer Look at School Cutoff Dates and Achievement.
ED 216 050 (A.GEN.b)

School Responsibility
Assessing Students' Political IQ
EJ 100 495 (B.1.SOC.(1).(d))

School Surveys
Assessing Students' Political IQ
EJ 100 495 (B.1.SOC.(1).(d))

Science Curriculum
Biology Education in Secondary Schools of the United States.
EJ 232 973 (B.GEN.b)

Science Education
Achievement Test Scores in Mathematics and Science.
EJ 249 182 (B.GEN.b)
Attitudes Toward Science: A Summary of Results from the 1976-77 National Assessment of Science.
ED 177 017 (A.1.SCI.(3).(d))
Change in National Science Achievement: Some Analysis Problems.
ED 157 709 (A.1.SCI.(2).(c))
Editorially Speaking. 17-Year-Olds: What They Know and Can Do
EJ 178 284 (B.GEN.b)
The First Results
EJ 054 502 (A.GEN.b)
High School Students Lag in Science
EJ 185 917 (B.1.SCI.(3).(d))
Integration and Science Achievement
EJ 136 727 (B.1.SCI.(2).(d))
NAEP's Second Round with Science
EJ 120 469 (B.1.SCI.(2).(d))
National Assessment and Science-Teaching
EJ 086 755 (B.1.SCI.(1).(d))
National Assessment, Changes in Science Results
EJ 168 495 (B.1.SCI.(3).(d))
National Assessment Findings in Science 1969-70, What Do They Mean?
ED 091 169 (B.1.SCI.(1).(d))
National Assessment in Science
EJ 116 480 (B.1.SCI.(1).(d))
National Assessment of Educational Progress, Report 1–Science: National Results and Illustrations of Group Comparisons.
ED 055 786 (A.1.SCI.(1).(d))
National Assessment of Educational Progress, Report 1–Science: National Results. Observations and Commentary of a Panel of Reviewers.
ED 055 785 (A.1.SCI.(1).(d))
National Assessment of Educational Progress, Report 7, Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex.
ED 081 638 (A.1.SCI.(1).(d))
National Assessment of Educational Progress, Science Objectives for 1972-73 Assessment.
ED 072 976 (A.1.SCI.(2).(b))
National Assessment of Educational Progress. Science Technical Report: Summary Volume.
ED 141 135 (A.1.SCI.(2).(d))
National Assessment of Educational Progress. Summary of Report 1. Science: National Results. July, 1970.
ED 043 099 (A.1.SCI.(1).(d))
National Assessment of Educational Progress. 1969-1970 Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex, (National Assessment Report 7).
ED 067 220 (A.1.SCI.(1).(d))
National Assessments of Science, 1969 and 1973: A Capsule Description of Changes in Science Achievement. National Assessment of Educational Progress.
ED 104 723 (A.1.SCI.(2).(d))
Relationships Among Pupil Self Concept, Attitude Toward School, and Achievement on Selected Science Exercises From the National Assessment of Educational Progress.
ED 089 931 (B.1.SCI.(1).(d))
Relationships Between Academic Achievement and Self-Concept
EJ 103 090 (B.1.SCI.(1).(c))
Science Achievement in the Schools: A Summary of Results from the 1976-77 National Assessment of Science.

ED 164 337 (A.1.SCI.(3).(d))

Science Achievement: Racial and Regional Trends, 1969-1973.
ED 127 143 (A.1.SCI.(2).(d))

Science Area Results Reported by National Assessment of Educational Progress
EJ 029 771 (B.1.SCI.(1).(d))

Science Education Slips in U.S.
EJ 101 574 (B.1.SCI.(1).(d))

Science Objectives.
ED 033 872 (A.1.SCI.(1).(b))

Science Objectives for the Third Assessment.
ED 179 402 (A.1.SCI.(3).(b))

Selected Results from the National Assessments of Science: Scientific Principles and Procedures.
ED 111 693 (A.1.SCI.(2).(d))

Three Assessments of Science, 1969-77: Technical Summary.
ED 168 901 (A.1.SCI.(3).(d))

Three National Assessments of Science: Changes in Achievement, 1969-77. Selected Results from the Third National Assessment of Science.
ED 159 026 (A.1.SCI.(3).(d))

What Do Young Adults Know About Science? Some Results From Two National Assessments.
ED 184 820 (A.1.SCI.(2).(d))

What's Happening in Science-the NAEP.
EJ 193 166 (B.1.SCI.(3).(d))

Science Education Research

Biology Education in Secondary Schools of the United States.
EJ 232 973 (B.GEN.b)

Science Instruction

Biology Education in Secondary Schools of the United States.
EJ 232 973 (B.GEN.b)

What Research Says.
EJ 242 980 (B.1.SCI.(3).(d))

Science Tests

National Assessment in Science
EJ 116 480 (B.1.SCI.(1).(d))

National Assessment of Educational Progress, Released Science Exercises, 1972-73.
ED 193 040 (A.1.SCI.(2).(b))

Sciences

Black Students' Performance in the National Assessments of Science and Mathematics.
ED 201 692 (A.GEN.b)

Educators Assess Public Knowledge of Science
EJ 155 884 (B.1.SCI.(3).(a))

National Assessment Findings in Science 1969-1970: What Do They Mean?
EJ 086 691 (B.1.SCI.(1).(d))

National Assessment of Educational Progress, Report 1-Science: National Results and Illustrations of Group Comparisons.
ED 055 786 (A.1.SCI.(1).(d))

National Assessment of Educational Progress, Report 1-Science: National Results. Observations and Commentary of a Panel of Reviewers.
ED 055 785 (A.1.SCI.(1).(d))

National Assessment Report 4 1969-1970 Science: Group Results for Sex, Region, and Size of Community.
ED 063 101 (A.1.SCI.(1).(d))

National Science Assessment
EJ 009 139 (B.1.SCI.(1).(a))

Scientific Attitudes

The Continued Battle of the Sexes
EJ 136 719 (B.1.SCI.(2).(d))

National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Attitude Questions.
ED 127 200 (A.1.SCI.(2).(d))

Scientific Concepts

National Assessment of Educational Progress. Changes in Science Achievement of Black Students.
ED 127 201 (A.1.SCI.(2).(d))

National Assessment of Educational Progress. Changes in Science Performance, 1969-1973: Exercise Volume.
ED 127 199 (A.1.SCI.(2).(b))

National Assessment of Educational Progress. Changes in Science Performance, 1969-73: Exercise Volume. Appendix - Volume II.
ED 139 666 (A.1.SCI.(2).(d))

National Assessment of Educational Progress. Highlights and Trends from National Assessment: Changes in Science Achievement, 1969-1973.
ED 127 202 (A.1.SCI.(2).(d))

National Assessment of Educational Progress, Volume 4 Number 3.
ED 050 996 (A.GEN.c)

Science Achievement: The Trend is Down
EJ 128 205 (B.1.SCI.(2).(d))

Scientific Enterprise

Attitudes Toward Science: A Summary of Results from the 1976-77 National Assessment of Science.
ED 177 017 (A.1.SCI.(3).(d))

National Assessment of Educational Progress, Science Objectives for 1972-73 Assessment.
ED 072 976 (A.1.SCI.(2).(b))

Science and Society in the Education of Citizens.
EJ 241 212 (B.1.SCI.(3).(d))

Scientific Literacy

Knowledge of Science Declines
EJ 118 179 (B.1.SCI.(2).(d))

National Assessment of Educational Progress, Science Objectives for 1972-73 Assessment.
ED 072 976 (A.1.SCI.(2).(b))

Science Achievement in the Schools: A Summary of Results from the 1976-77 National Assessment of Science.
ED 164 337 (A.1.SCI.(3).(d))

Science and Society in the Education of Citizens.
EJ 241 212 (B.1.SCI.(3).(d))

What Do Young Adults Know About Science? Some Results From Two National Assessments.
ED 184 820 (A.1.SCI.(2).(d))

What Research Says to the Science Teacher, Volume 3. Science Education Information Report.
ED 205 367 (B.GEN.b)

Scientific Research

Assessment As Exploratory Research: A Theoretical Overview.
ED 160 646 (A.GEN.a)

Scientists

NAEP's Second Round with Science
EJ 120 469 (B.1.SCI.(2).(d))

Scores

Achievement Test Score Decline: Do We Need to Worry?
ED 120 263 (B.GEN.b)

Citizenship Results from National Assessment.
EJ 232 150 (B.1.CIT.(2).(d))

Connecticut Assessment of Educational Progress: Mathematics, 1979-80. Summary and Interpretations Report.
ED 205 608 (B.GEN.b)

Declining Admissions Test Scores.
ED 120 245 (B.GEN.b)

National Assessment: One Tool in the Education Toolbox
EJ 149 672 (B.GEN.b)

Student Writing, 1980: A Description of the Writing Abilities of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.
ED 198 155 (B.GEN.a)

Scoring

Category Scoring Techniques from National Assessment: Applications to Free Response Items from Career and Occupational Development.
ED 133 350 (A.1.COD.(1).(c))

Estimating Scorer Agreement for Nominal Categorization Systems.
EJ 260 758 (B.GEN.a)

Measures of Scorer Agreement and Patterns of Disagreement.
ED 193 307 (A.GEN.a)

Printing and Scoring Activities, Final Report, Year 11, National Assessment of Educational Progress.
ED 210 299 (A.GEN.a)

Reading/Literature Released Exercise Set, 1979-80 Assessment. Supplement.
ED 205 589 (A.1.READ.(3).(b))

Scoring Guides and National Percentages of Response.
ED 145 200 (A.1.COD.(1).(b))

Scoring Instrumental and Vocal Musical Performances.
ED 129 839 (A.1.MUS.(1).(c))

Stability of Nominal Categories Over Readers, Over Time.
ED 110 494 (A.GEN.a)

Stability of the National Assessment Scoring Methods.
EJ 233 271 (B.GEN.a)

Writing Assessment for the 1980s. Proceedings of a National Conference on the Assessment of Writing (Boulder, Colorado, June 13, 1980).
ED 195 576 (B.GEN.a)

Scoring Formulas

Systematic Judgment of Children's Drawings.
ED 127 240 (A.1.ART.(1).(c))

Second Language Instruction

Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education. The ACTFL Foreign Language Education Series.
ED 197 596 (B.GEN.b)

The National Assessment of Educational Progress, Foreign Language Education, and

the Future.
ED 197 607 (B.GEN.c)

Second Language Learning
Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education. The ACTFL Foreign Language Education Series.
ED 197 596 (B.GEN.b)

Second Literature Third Reading Assessment (1980)
Exercise Administrator Administrative Instructions for Age Classes 1, 2 & 3. Year 11, October 1979-May 1980.
ED 206 669 (A.1.READ.(3).(c))
Procedural Handbook: 1979-80 Reading and Literature Assessment.
ED 210 300 (A.1.READ.(3).(c))
The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132 (A.1.READ.(3).(d))

Second Music Assessment (1979)
Assessment Measures Music Learning.
EJ 262 472 (B.1.MUS.(2).(d))

Secondary Analysis
Exploring National Assessment Data through Secondary Analysis.
ED 223 679 (A.GEN.b)

Secondary Education
Digest of Educational Statistics, 1972 Edition.
ED 083 677 (B.GEN.b)
Guide for an Assessment of Basic Life Skills.
ED 139 819 (A.SPEC.c.(1).(b))
Highlights of the First National Assessment of Literature.
ED 072 461 (A.1.LIT.(1).(d))
The Menomonee Falls, Wisconsin Experience.
ED 137 410 (B.1.READ.(2).(c))
Reading: Released Exercises.
ED 079 684 (A.1.READ.(1).(b))
Selected Essays and Letters: A Selection of Papers Collected During the 1969-70 Assessment of Writing. Report 10.
ED 075 822 (A.1.WRIT.(1).(d))
Understanding Imaginative Language: Theme 1 of the National Assessment of Literature.
ED 077 002 (A.1.LIT.(1).(d))
Understanding Words and Word Relationships: Theme 1 of the National Assessment of Reading.
ED 077 021 (A.1.READ.(1).(d))

Secondary School Mathematics
Achievement and Participation of Women in Mathematics: An Overview. Report of a Two-Year Study.
ED 184 878 (A.GEN.b)
Analysis of Supplemental Background Questions on Homework and TV.
ED 159 055 (A.GEN.b)
The Current Status of Computer Literacy: NAEP Results for Secondary Students.
EJ 237 482 (B.1.MATH.(2).(d))
A Geometry Lesson from National Assessment.
EJ 239 318 (B.1.MATH.(2).(d))
Mathematics in North Dakota. Summary of Performance for Eleventh Grade Mathematics Assessment, Spring, 1978.
ED 189 185 (B.GEN.b)
Math Resource Items for Minimal Competency Testing. A Collection of Math Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
ED 173 395 (A.SPEC.h.(1).(b))
Minorities and Mathematics: Results from the National Assessment of Educational Progress.
EJ 254 218 (B.1.MATH.(2).(d))
NAEP Note: Problem Solving.
EJ 230 922 (B.1.MATH.(2).(d))
A National Assessment of Achievement and Participation of Women in Mathematics. Final Report.
ED 187 562 (A.GEN.b)
Results and Implications of the NAEP Mathematics Assessment: Secondary School
EJ 126 740 (B.1.MATH.(1).(d))
Results of the Second NAEP Mathematics Assessment: Secondary School.
EJ 224 414 (B.1.MATH.(2).(d))
Sex-Related Differences in Mathematics: Results from National Assessment.
EJ 254 217 (B.1.MATH.(2).(d))
What Are the Chances of Your Students Knowing Probability?
EJ 246 318 (B.1.MATH.(2).(d))

Secondary School Science
Assessing Science Education at the Eighth Grade Level in Selected Public Secondary Schools in North Mississippi.
ED 118 351 (B.1.SCI.(1).(c))
Biology Education in Secondary Schools of the United States.
EJ 232 973 (B.GEN.b)
Continuing Motivation in Science for Early and Late Adolescents.
EJ 255 849 (B.1.SCI.(3).(d))
Early Adolescent Sex Differences in Science Learning: Evidence from the National Assessment of Educational Progress.
EJ 253 004 (B.SPEC.b.(1).(d))
Editorially Speaking. 17-Year-Olds: What They Know and Can Do
EJ 178 284 (B.GEN.b)
National Assessment of Educational Progress. Science Technical Report: Summary Volume.
ED 141 135 (A.1.SCI.(2).(d))
Probing a Model of Educational Productivity in Science with National Assessment Samples of Early Adolescents.
EJ 248 026 (B.1.SCI.(3).(d))
Science Education Slips in U.S.
EJ 101 574 (B.1.SCI.(1).(d))
Science Skills Skidding in U.S. Schools.
EJ 189 831 (B.1.SCI.(3).(d))
What Do Young Adults Know About Science? Some Results From Two National Assessments.
ED 184 820 (A.1.SCI.(2).(d))
What Research Says to the Science Teacher, Volume 3. Science Education Information Report.
ED 205 367 (B.GEN.b)

Secondary School Students
The Information Society: Are High School Graduates Ready?
ED 223 812 (A.GEN.b)

Self Concept
A National Assessment of Performance and Participation of Women in Mathematics. Annual Report.
ED 176 961 (A.GEN.b)
Relationships Among Pupil Self Concept, Attitude Toward School, and Achievement on Selected Science Exercises From the National Assessment of Educational Progress.
ED 089 931 (B.1.SCI.(1).(d))
Relationships Between Academic Achievement and Self-Concept
EJ 103 090 (B.1.SCI.(1).(c))
Social Studies Strands Goals and End-of-Twelfth-Grade Objectives.
ED 142 494 (B.1.SOC.(2).(b))

Sentence Combining
Sentence-Combining Skills: Results of the Sentence-Combining Exercises in the 1978-79 National Writing Assessment.
ED 210 696 (A.1.WRIT.(3).(d))

Sentence Structure
Five Empirically Based Composition Skills.
ED 162 337 (B.1.WRIT.(2).(d))

Sex Bias
NAEP, Race, Sex and Political Attitudes.
ED 211 395 (B.1.SOC.(1).(d))

Sex Differences
Achievement and Participation of Women in Mathematics: An Overview. Report of a Two-Year Study.
ED 184 878 (A.GEN.b)
An Assessment of the Social Studies Achievement of Thirteen-Year-Olds in Rural Public Schools of North Mississippi.
ED 147 040 (B.GEN.b)
Changes in the Political Orientations of American Youth: 1969-1975.
EJ 205 735 (B.1.CIT.(2).(d))
A Closer Look at School Cutoff Dates and Achievement.
ED 216 050 (A.GEN.b)
Early Adolescent Sex Differences in Science Learning: Evidence from the National Assessment of Educational Progress.
EJ 253 004 (B.SPEC.b.(1).(d))
Educational Achievement and Sex Discrimination.
ED 115 701 (A.GEN.c)
Male-Female Achievement in Eight Learning Areas: A Compilation of Selected Assessment Results.
ED 117 133 (A.GEN.c)
Math and Sex: Are Girls Born with Less Ability?
EJ 237 494 (B.GEN.b)
A National Assessment of Achievement and Participation of Women in Mathematics. Final Report.
ED 187 562 (A.GEN.b)
National Assessment of Educational Progress. 1969-1970 Writing: Group Results for Sex, Region, and Size of Community (Preliminary Report).
ED 051 246 (A.1.WRIT.(1).(d))
Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation.
ED 159 456 (B.1.COD.(1).(d))

Sex Differences in Artistic Achievement: A National Study. No. 06-A-51.
ED 193 314 (A.1.ART.(1).(d))
Sex-Related Differences in Mathematics: Results from National Assessment.
EJ 254 217 (B.1.MATH.(2).(d))

Sex Discrimination
Educational Achievement and Sex Discrimination.
ED 115 701 (A.GEN.c)

Sex Stereotypes
A National Assessment of Performance and Participation of Women in Mathematics. Annual Report.
ED 176 961 (A.GEN.b)

Skill Analysis
Social Studies Skills and National Assessment.
ED 141 237 (B.1.SOC.(1).(b))
Write/Rewrite: An Assessment of Revision Skills; Selected Results from the Second National Assessment of Writing.
ED 141 826 (A.1.WRIT.(2).(d))

Skill Development
Assessing Job Knowledge and Generally Useful Skills of Young Americans
EJ 163 841 (B.1.COD.(1).(d))
An Assessment of Career Development: Basic Work Skills. Career and Occupational Development Report No. 05-COD-02.
ED 135 987 (A.1.COD.(1).(d))
Basic Mathematics Skills and Vocational Education. Information Series No. 199.
ED 186 608 (B.GEN.b)
Career and Occupational Development Kit. Instruction Manual.
ED 145 199 (A.1.COD.(1).(c))
Consumer Skills Items. A Collection of Consumer Skills Items for State and Local Education Agencies to Draw upon in Custom-Building Their Own Consumer Skills Instruments.
ED 163 182 (A.SPEC.d.(1).(b))
Consumer Skills: Results Manual.
ED 197 137 (A.SPEC.d.(1).(d))
Five Empirically Based Composition Skills.
ED 162 337 (B.1.WRIT.(2).(d))
Guide to an Assessment of Consumer Skills.
ED 163 181 (A.SPEC.d.(1).(c))
Science Objectives for the Third Assessment.
ED 179 402 (A.1.SCI.(3).(b))

Skills
The First National Assessment of Musical Performance, Report 03-MU-01.
ED 155 126 (A.1.MUS.(1).(d))
Measurement in Education: National Assessment Says.
ED 051 298 (B.GEN.a)
National Assessment's Consumer Skills Assessments.
ED 155 116 (A.SPEC.d.(1).(c))
Teenage Consumers: A Profile. Results of the 1978 National Assessment of Consumer Skills and Attitudes.
ED 174 801 (A.SPEC.d.(1).(d))

Social Attitudes
Citizenship. A Statewide Assessment in Texas.
ED 170 347 (B.GEN.a)

Social Bias
Bias: Psychometric and Social Implications for the National Assessment of Educational Progress.
ED 194 571 (A.GEN.a)

Social Characteristics
National Assessment and Social Indicators, January 1973.
ED 082 290 (B.GEN.b)

Social Development
Educational Indicators of Development. Education and Socioeconomic Development, Monograph III.
ED 199 283 (B.GEN.b)
Social Studies Strands Goals and End-of-Twelfth-Grade Objectives.
ED 142 494 (B.1.SOC.(2).(b))

Social Discrimination
The Continued Battle of the Sexes
EJ 136 719 (B.1.SCI.(2).(d))

Social Indicators
Educational Indicators of Development. Education and Socioeconomic Development, Monograph III.
ED 199 283 (B.GEN.b)

Social Influences
National Comparisons of Racial Attitudes of Segregated and Desegregated Students.
ED 173 457 (B.GEN.b)

Social Problems
Contemporary Social Issues. National Assessment of Educational Progress: Social Studies. Report No. 03-SS-02.
ED 097 271 (A.1.SOC.(1).(d))

Social Responsibility
Citizenship Objectives.
ED 033 871 (A.1.CIT.(1).(b))

Social Science Research
Assessment As Exploratory Research: A Theoretical Overview.
ED 160 646 (A.GEN.a)
National Assessment–A Tool for Accountability.
ED 131 345 (B.GEN.c)

Social Sciences
The First Social Studies Assessment: An Overview. National Assessment of Educational Progress. Report No. 03-SS-00.
ED 095 060 (A.1.SOC.(1).(d))
Released Social Studies Exercises (1971-72).
ED 194 431 (A.1.SCI.(1).(b))
Social Studies Technical Report: Exercise Volume.
ED 118 481 (A.1.SOC.(1).(b))

Social Studies
America's Uninformed Electorate
EJ 089 440 (A.1.SOC.(1).(d))
An Analysis of a Selected Set of Exercises from the National Assessment of Educational Progress, Social Studies 1971-1972: Knowledge of Institutions–Task 3. Final Report.
ED 100 742 (B.GEN.b)
An Annotated Bibliography on Citizenship and Social Studies Assessments
EJ 096 961 (B.GEN.b)
Assessing Students' Political IQ
EJ 100 495 (B.1.SOC.(1).(d))
An Assessment of the Social Studies Achievement of Thirteen-Year-Olds in Rural Public Schools of North Mississippi.
ED 147 040 (B.GEN.b)
Changes in Political Knowledge and Attitudes, 1969-76. Selected Results from the Second National Assessments of Citizenship and Social Studies.
ED 166 123 (A.1.CIT.(2).(d))
Changes in Social Studies Performance, 1972-76. Selected Results from the Second Assessment of Social Studies.
ED 161 791 (A.1.SOC.(2).(d))
Citizenship and Social Studies Objectives: 1981-82 Assessment.
ED 186 330 (A.1.CIT.(3).(b))
Citizenship/Social Studies Achievement: Trends over Time.
ED 153 906 (A.1.CIT.(2).(d))
Conference on the Teaching of History (North Texas State University, Denton, Texas).
ED 162 950 (B.GEN.b)
Connecticut Assessment of Educational Progress: Citizenship/Social Studies, 1977-78. Summary and Interpretations.
ED 162 927 (B.GEN.b)
Connecticut Assessment of Educational Progress Citizenship/Social Studies 1977-78 Technical Report.
ED 173 185 (B.GEN.b)
Contemporary Social Issues. National Assessment of Educational Progress: Social Studies. Report No. 03-SS-02.
ED 097 271 (A.1.SOC.(1).(d))
Criterion-Referenced Testing for the Social Studies. Bulletin 64.
ED 196 784 (B.GEN.b)
Critique of NAEP Objectives: Citizenship and Social Studies [and] Critique of NAEP Procedures–Task 1. Final Report Parts 1 and 2.
ED 100 740 (B.GEN.b)
DEA News, Number 2, Spring and Summer 1974.
ED 093 762 (B.1.SOC.(1).(a))
Dissemination–Task 5. [And] Social Studies Educators Rate the NAEP Social Studies Exercises–Task 6. Final Reports.
ED 100 746 (B.GEN.b)
Educational Outcomes of Social Studies Programs in Rural Schools.
ED 171 461 (B.1.SOC.(1).(d))
Education for Citizenship: A Bicentennial Survey. Citizenship/Social Studies Report.
ED 135 705 (A.1.CIT.(2).(d))
Evaluating Social Studies and Citizenship Education.
ED 100 744 (B.GEN.b)
The First Social Studies Assessment: An Overview. National Assessment of Educational Progress. Report No. 03-SS-00.
ED 095 060 (A.1.SOC.(1).(d))
NAEP, Race, Sex and Political Attitudes.
ED 211 395 (B.1.SOC.(1).(d))
National Assessment and Social Studies Education: A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies.
ED 111 748 (A.1.SOC.(1).(d))
National Assessment Can Help the Social Studies Teacher
EJ 061 881 (B.1.SOC.(1).(c))
The National Assessment of Citizenship: Implications for Social Studies Research.
ED 071 982 (B.1.CIT.(1).(c))

National Assessment of Educational Progress Newsletter. Volume 6, Number 9.
ED 085 332 (A.1.SOC.(1).(d))
National Assessment of Educational Progress. Social Studies Objectives.
ED 049 111 (A.1.SOC.(1).(b))
On the Need for Criterion Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship.
ED 100 745 (B.GEN.b)
Political Knowledge and Attitudes, 1971-1972. A Special Social Studies Report from the National Assessment of Educational Progress.
ED 091 300 (A.1.SOC.(1).(d).)
Potential Uses of the National Assessment Model at the State and Local Levels–Task 4. Final Report.
ED 100 743 (B.GEN.b)
Released Social Studies Exercises (1971-72).
ED 194 431 (A.1.SCI.(1).(b))
A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies. National Assessment and Social Studies: The Setting.
ED 100 739 (B.GEN.b)
Science and Society in the Education of Citizens.
EJ 241 212 (B.1.SCI.(3).(d))
Social Studies Highlights Report, 1974-75. Bulletin 1459.
ED 141 214 (B.GEN.a)
Social Studies Objectives, Second Assessment. National Assessment of Educational Progress.
ED 097 288 (A.1.SOC.(2).(b))
Social Studies Skills and National Assessment.
ED 141 237 (B.1.SOC.(1).(b))
Social Studies Strands Goals and End-of-Twelfth-Grade Objectives.
ED 142 494 (B.1.SOC.(2).(b))
Social Studies Technical Report: Exercise Volume.
ED 118 481 (A.1.SOC.(1).(b))
Social Studies Technical Report: Summary Volume. Report No. 03-SS-21.
ED 117 019 (A.1.SOC.(1).(d))
Some Implications of National Assessment Findings for Curriculum Development in the Social Studies.
ED 090 072 (B.1.SOC.(1).(d))
Summaries and Technical Documentation for Performance Changes in Citizenship and Social Studies Assessments, 1969-76.
ED 168 922 (A.1.CIT.(2).(d))
Using National Assessment for Program Evaluation. Two Papers Presented to the National Council for the Social Studies.
ED 135 839 (A.GEN.a)
Validity of Social Studies and Citizenship Exercising–Task 2. Final Report.
ED 100 741 (B.GEN.b)
What is National Assessment and What Does It say to us?
EJ 096 953 (B.GEN.b)
Which History Is Most Important? Views from Secondary History Teachers.
ED 159 128 (B.GEN.b)

Socioeconomic Influences
Functional Literacy–Basic Reading Performance; An Assessment of In-School 17-Year-Olds in 1974. Press Summary.
ED 112 389 (A.SPEC.f.(1).(d))
A Statement of Fact: The Size and Type of a Community Bear Upon Educational Results. A Look at National Assessment Results in Eight Learning Areas in the Light of Community Influence: A Special Report to Urban School Districts.
ED 106 399 (A.GEN.c)

Spanish
Developing Parallel Career and Occupational Development Objectives and Exercise (Test) Items in Spanish for Assessment and Evaluation.
ED 182 320 (B.1.COD.(1).(b))

Spanish Speaking
Developing Parallel Career and Occupational Development Objectives and Exercise (Test) Items in Spanish for Assessment and Evaluation.
ED 182 320 (B.1.COD.(1).(b))
Hispanic Student Achievement in Five Learning Areas: 1971-75. National Assessment of Educational Progress Report No. BR-2, May 1977.
ED 138 414 (A.GEN.b)

Speech Communication Association
Issues Related to Assessing Listening Ability.
ED 155 759 (A.GEN.a)

Speech Curriculum
Developing Oral Communication Skills: Implications of Theory and Research for Instruction and Training.
ED 193 677 (A.GEN.b)

Speech Instruction
Assessing Speaking Skills: Issues of Feasibility, Reliability. Validity and Bias.
ED 197 413 (A.GEN.a)

Speech Skills
Assessing Speaking Skills: Issues of Feasibility, Reliability. Validity and Bias.
ED 197 413 (A.GEN.a)
Issues Related to a National Assessment of Speaking and Listening Skills.
ED 146 656 (A.GEN.a)

Speeches
Proceedings of the 1970 Invitational Conference on Testing Problems.
ED 052 264 (B.GEN.c)

Speed Reading
Speed Reading Through a Glass Darkly.
ED 065 835 (B.1.READ.(1).(d))

Standardized Tests
Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
EJ 219 576 (B.GEN.b)
The Mass Testing of Writing: How Well Is It Being Done?
ED 158 310 (B.GEN.b)
The National Assessment Approach to Exercise Development.
ED 067 402 (A.GEN.a)
Perspectives on the National Assessment of Educational Progress
EJ 169 498 (B.GEN.c)
POWER and the National Assessment of Educational Progress
EJ 124 185 (B.GEN.b)
Quality of Education, 1977. Hearings before the Subcommittee on Education, Arts and Humanities. Ninety-Fifth Congress, First Session on Examination into the Quality of Education of our Nation's Students and Means of Improving Competency in Basic Skills at Various Grade Levels.
ED 145 587 (B.GEN.c)
SLATE (Support for Learning and Teaching of English). Volume 2.
ED 146 629 (B.GEN.b)
Teachers and Achievement Testing.
ED 151 355 (B.GEN.c)

Standards
Measuring the Quality of Education: A Report on Assessing Educational Progress.
ED 213 769 (B.GEN.b)

State Departments of Education
1973 Assessment Workshops: Final Report.
ED 107 710 (A.GEN.a)

State Norms
Student Achievement in California Schools: 1978-79 Annual Report.
ED 190 653 (B.GEN.b)

State Of The Art Reviews
Biology Education in Secondary Schools of the United States.
EJ 232 973 (B.GEN.b)

State Programs
An Analysis of the Results of the Florida Educational Assessment Using the NAEP Model. Reading and Mathematics, 1974-75.
ED 137 412 (B.GEN.a)
The Annual Conference on Large-Scale Assessment: Formal Papers and Selected Bibliography (Sixth, Boulder, Colorado, June 14-17, 1976).
ED 135 838 (A.GEN.a)
Application of the National Assessment Model to State and Local Assessment Needs
EJ 099 390 (B.GEN.a)
Competency Testing: An Encounter with the Future.
ED 187 758 (B.GEN.c)
Connecticut Assessment of Educational Progress: Citizenship/Social Studies, 1977-78. Summary and Interpretations.
ED 162 927 (B.GEN.b)
Connecticut Assessment of Educational Progress: Mathematics, 1979-80. Summary and Interpretations Report.
ED 205 608 (B.GEN.b)
Improving Policy Development.
EJ 251 728 (B.GEN.b)
Mathematics in North Dakota. Summary of Performance for Fourth and Eighth Grade Mathematics Assessment, Spring, 1979.
ED 189 186 (B.GEN.b)
Minnesota Educational Assessment: A Comprehensive Planning Study.
ED 084 657 (B.GEN.a)
Potential Uses of the National Assessment Model at the State and Local Levels.
ED 093 906 (B.1.CIT.(1).(d))
Reading in North Dakota. A Statewide Assessment of Reading Performance: Grades Four, Eight and Eleven, 1976-77 School Year.
ED 189 187 (B.GEN.a)

State Surveys
Social Studies Highlights Report, 1974-75.

Bulletin 1459.
ED 141 214 (B.GEN.a)

Statewide Planning
ECS Assessment Workshop for State Department Personnel. Final Report: Part I. Six-Month Evaluation. Final Report: Part II.
ED 070 140 (A.GEN.a)

Statistical Analysis
Change in National Science Achievement: Some Analysis Problems.
ED 157 709 (A.1.SCI.(2).(c))
The Essence of Balancing: Adjustment of Group Effects.
ED 104 936 (B.GEN.a)
An Evaluation of Some Methods Used in the National Assessment of Educational Progress. Final Report.
ED 131 119 (B.GEN.a)
National Assessment of Educational Progress. General Information Yearbook.
ED 102 235 (A.GEN.a)
No-Show Analysis. Final Report.
ED 206 672 (A.1.SCI.(2).(c))

Statistical Bias
Assessment of Nonresponse Bias in Sample Surveys: An Example from National Assessment
EJ 188 017 (B.GEN.a)
Bias: Psychometric and Social Implications for the National Assessment of Educational Progress.
ED 194 571 (A.GEN.a)

Statistical Data
Assessing Educational Attainments
EJ 139 744 (B.GEN.b)
Digest of Educational Statistics, 1972 Edition.
ED 083 677 (B.GEN.b)
Digest of Educational Statistics, 1974 Edition.
ED 104 018 (B.GEN.b)
Digest of Education Statistics. 1975 Edition.
ED 123 755 (B.GEN.b)
The National Assessment
EJ 017 015 (B.GEN.c)
The Second National Assessment of Writing: New and Reassessed Exercises with Technical Information and Data.
ED 155 728 (A.1.WRIT.(2).(b))

Statistical Surveys
Assessment of Nonresponse Bias in Sample Surveys: An Example from National Assessment
EJ 188 017 (B.GEN.a)
Balancing-Analysis of Variance by Another Name
EJ 150 831 (B.GEN.a)

Stimuli
Topics for Assessing Writing through Writing Samples. Evaluation of the Bay Area Writing Project. Technical Report.
ED 191 059 (B.1.WRIT.(3).(b))

Structural Analysis
Five Empirically Based Composition Skills.
ED 162 337 (B.1.WRIT.(2).(d))

Student Attitudes
Art and Young Americans, 1974-79: Results from the Second National Art Assessment.
ED 212 538 (A.1.ART.(2).(d))
Art Technical Report: Summary Volume. Selected Results from the First National Assessment of Art.
ED 155 125 (A.1.ART.(1).(d))
An Assessment of Attitudes Toward Music. National Assessment of Educational Progress.
ED 099 270 (A.1.MUS.(1).(d))
Attitudes toward Art. Selected Results from the First National Assessment of Art.
ED 166 122 (A.1.ART.(1).(d))
Contemporary Social Issues. National Assessment of Educational Progress: Social Studies. Report No. 03-SS-02.
ED 097 271 (A.1.SOC.(1).(d))
Education for Citizenship: A Bicentennial Survey. Citizenship/Social Studies Report.
ED 135 705 (A.1.CIT.(2).(d))
How Students Feel About Literature
EJ 093 925 (B.1.LIT.(1).(d))
Music 1971-79: Results From the Second National Music Assessment.
ED 210 226 (A.1.MUS.(2).(d))
Relationships Among Pupil Self Concept, Attitude Toward School, and Achievement on Selected Science Exercises From the National Assessment of Educational Progress.
ED 089 931 (B.1.SCI.(1).(d))
Sex Differences in Artistic Achievement: A National Study. No. 06-A-51.
ED 193 314 (A.1.ART.(1).(d))
Students' Affective Responses to Mathematics: Results and Implications from National Assessment.
EJ 232 917 (B.1.MATH.(2).(d))
Students' Affective Responses to Mathematics: Secondary School Results from National Assessment.
EJ 232 909 (B.1.MATH.(2).(d))
What Research Says.
EJ 242 980 (B.1.SCI.(3).(d))
A Woman's Place.
ED 155 330 (A.1.WRIT.(2).(d))

Student Attrition
Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.
ED 215 034 (B.GEN.b)

Student Characteristics
Concepts of the Fundamental Operations: Results and Implications from National Assessment.
EJ 237 356 (B.1.MATH.(2).(d))
The First National Assessment of Musical Performance, Report 03-MU-01.
ED 155 126 (A.1.MUS.(1).(d))
Math and Sex: Are Girls Born with Less Ability?
EJ 237 494 (B.GEN.b)
Mathematical Applications: Selected Results from the Second Assessment of Mathematics.
ED 176 965 (A.1.MATH.(2).(d))
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.
ED 176 964 (A.1.MATH.(2).(d))
Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.
ED 182 174 (A.1.MATH.(2).(d))
National Assessment of Educational Progress. The First National Assessment of Mathematics: An Overview.
ED 127 198 (A.1.MATH.(1).(d))
New Study Shows Further Declines in Writing Ability
EJ 162 089 (B.1.WRIT.(2).(d))
Students From Homes in Which English Is Not the Dominant Language: Who Are They and How Well Do They Read?
ED 224 296 (A.1.READ.(3).(d))
Supplementary Mathematics Probe Study. Final Report.
ED 222 553 (B.SPEC.h.(1).(d))

Student Educational Objectives
Reading and Literature Objectives, 1979-80 Assessment. No. 11-RL-10.
ED 185 503 (A.1.READ.(3).(b))

Student Evaluation
Application of the National Assessment of Educational Progress Philosophy in San Bernardino City Unified School District.
ED 078 091 (B.GEN.a)
Assessing Students' Political IQ
EJ 100 495 (B.1.SOC.(1).(d))
Bloomington Writing Assessment 1977; A Report to Students, Public and Teaching Staff.
ED 155 693 (B.GEN.b)
Bloomington Writing Assessment 1977; Student Exercise, Teacher Directions, Scoring.
ED 155 692 (B.GEN.b)
The Condition of Student Writing
EJ 144 141 (B.1.WRIT.(2).(d))
Consumer Skills: Results Manual.
ED 197 137 (A.SPEC.d.(1).(d))
Maine Assessment of Educational Progress, Report 2. Results Report 1: Citizenship and Writing, 1972.
ED 080 598 (B.GEN.a)
NAEP's Second Round with Science
EJ 120 469 (B.1.SCI.(2).(d))
National Assessment and Rural Education.
ED 085 127 (B.GEN.c)
National Assessment Measuring American Education.
ED 068 513 (A.GEN.c)
The National Assessment of Educational Progress
EJ 095 637 (B.GEN.b)
National Assessment-Some Valuable By-Products for Schools
EJ 005 372 (B.GEN.b)
Questions and Answers about the National Assessment of Education Progress.
ED 067 398 (A.GEN.c)
Reading and Literature Objectives, 1979-80 Assessment. No. 11-RL-10.
ED 185 503 (A.1.READ.(3).(b))
Reading Comprehension of American Youth: Do They Understand What They Read? Results from the 1979-80 National Assessment of Reading and Literature.
ED 217 396 (A.1.READ.(3).(d))
Reading, Thinking and Writing: Results from the 1979-80 National Assessment of Reading and Literature.
ED 209 641 (A.1.LIT.(2).(d))
Science Skills Skidding in U.S. Schools.
EJ 189 831 (B.1.SCI.(3).(d))
Topics for Assessing Writing through Writing Samples. Evaluation of the Bay Area Writing Project. Technical Report.

ED 191 059 (B.1.WRIT.(3).(b))
What We Are Learning from the National Assessment
EJ 040 662 (B.GEN.c)
A Woman's Place.
ED 155 330 (A.1.WRIT.(2).(d))
Writing Mechanics, 1979. A Description of the Writing Abilities Assessment of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.
ED 190 672 (A.1.WRIT.(3).(b))

Student Experience
Relating Art Experiences to Art Achievement: A Technical Paper.
ED 156 598 (A.1.ART.(1).(d))

Student Motivation
Continuing Motivation in Science for Early and Late Adolescents.
EJ 255 849 (B.1.SCI.(3).(d))

Student Needs
Career Development Needs of Nine-Year Olds: How to Improve Career Development Programs.
ED 147 497 (B.1.COD.(1).(d))
Career Development Needs of Seventeen Year Olds: How to Improve Career Development Programs.
ED 147 555 (B.1.COD.(1).(d))
Career Development Needs of Thirteen-Year Olds: How to Improve Career Development Programs.
ED 147 498 (B.1.COD.(1).(d))

Student Participation
Student Involvement in Test Development.
ED 069 699 (B.GEN.a)
Turning It Around in Education with Student Tutoring
EJ 163 375 (B.GEN.c)

Student Writing Models
Reading/Literature Released Exercise Set, 1979-80 Assessment. Supplement.
ED 205 589 (A.1.READ.(3).(b))

Study Skills
Reading Comprehension of American Youth: Do They Understand What They Read? Results from the 1979-80 National Assessment of Reading and Literature.
ED 217 396 (A.1.READ.(3).(d))

Subtraction
Subtraction: What do Students Know?
EJ 130 107 (B.1.MATH.(1).(d))

Supervisory Methods
Exercise Administrator Administrative Instructions for Age Classes 1, 2 & 3. Year 11, October 1979-May 1980.
ED 206 669 (A.1.READ.(3).(c))
National Assessment of Educational Progress DS [District Supervisor] Training Manual, Year 11.
ED 206 668 (A.1.READ.(3).(c))

Surveys
Alternatives to National Assessment Exercises - A Microproject
EJ 075 580 (B.1.SCI.(1).(c))
Checkup: A National Assessment of Health Awareness Among 17-Year-Olds and Young Adults. Report No. 08-H-01.
ED 160 604 (A.SPEC.g.(1).(d))
Education for Citizenship: A Bicentennial Survey. User Manual for Replicating the Citizenship Survey.
ED 132 079 (A.1.CIT.(2).(c))
Mathematics Technical Report: Summary Volume. National Assessment of Educational Progress.
ED 129 636 (A.1.MATH.(1).(d))
A National Assessment of Performance and Participation of Women in Mathematics. Annual Report.
ED 176 961 (A.GEN.b)
Teenage Consumers: A Profile. Results of the 1978 National Assessment of Consumer Skills and Attitudes.
ED 174 801 (A.SPEC.d.(1).(d))
Using the Results from the National Assessment of Educational Progress - a Macroproject Pretest for Teachers
EJ 075 579 (B.1.SCI.(1).(d))
What Educators Know and Believe about the Energy Situation.
EJ 241 284 (B.GEN.b)
What's Happening in Science–the NAEP.
EJ 193 166 (B.1.SCI.(3).(d))
What We Are Learning from the National Assessment
EJ 040 662 (B.GEN.c)
Which History Is Most Important? Views from Secondary History Teachers.
ED 159 128 (B.GEN.b)

Tables (Data)
Digest of Education Statistics. 1975 Edition.
ED 123 755 (B.GEN.b)

Task Performance
An Assessment of Career Development: Basic Work Skills. Career and Occupational Development Report No. 05-COD-02.
ED 135 987 (A.1.COD.(1).(d))
The First National Assessment of Musical Performance, Report 03-MU-01.
ED 155 126 (A.1.MUS.(1).(d))

Teacher Attitudes
Research Report
EJ 075 336 (B.1.READ.(1).(d))
Which History Is Most Important? Views from Secondary History Teachers.
ED 159 128 (B.GEN.b)

Teacher Influence
Continuing Motivation in Science for Early and Late Adolescents.
EJ 255 849 (B.1.SCI.(3).(d))

Teacher Participation
A Constructive Response to the APU.
EJ 220 456 (B.GEN.b)

Teaching Methods
Developing Oral Communication Skills: Implications of Theory and Research for Instruction and Training.
ED 193 677 (A.GEN.b)
Five Empirically Based Composition Skills.
ED 162 337 (B.1.WRIT.(2).(d))
Literature, Language, and Expression.
ED 124 909 (B.1.WRIT.(2).(d))
Putting It in Writing: Some Notes on the Teaching of Composition.
ED 124 946 (B.GEN.b)

Technical Writing
Writing: Group Results A and B for Objectively-Scored Exercises; 1969-70 Assessment, National Results by Region, Sex, Color, Size and Type of Community, and Parental Education.
ED 077 029 (A.1.WRIT.(1).(d))

Technological Advancement
The Changing World of Mental Measurement and Its Social Significance.
ED 044 438 (B.GEN.a)

Technology
What Research Says to the Science Teacher, Volume 3. Science Education Information Report.
ED 205 367 (B.GEN.b)

Television Viewing
Analysis of Supplemental Background Questions on Homework and TV.
ED 159 055 (A.GEN.b)

Test Bias
Assessing Listening Ability: Relationships with Verbal Ability and Racial/Ethnic Bias.
ED 193 678 (A.GEN.b)
Bias: Psychometric and Social Implications for the National Assessment of Educational Progress.
ED 194 571 (A.GEN.a)
Issues Related to a National Assessment of Speaking and Listening Skills.
ED 146 656 (A.GEN.a)
Multiple Choice Test Bias Uncovered by Use of an "I Don't Know" Alternative.
ED 121 824 (A.GEN.a)
A View of Power: Four Essays on the National Assessment of Educational Progress.
ED 171 743 (B.GEN.b)

Test Construction
Basic Life Skills. Technical Report. Report No. 08-BLS-21.
ED 177 170 (A.SPEC.c.(1).[illegible])
Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.
ED 177 329 (B.SPEC.c.(1).(b))
Developing Parallel Career and Occupational Development Objectives and Exercise (Test) Items in Spanish for Assessment and Evaluation.
ED 182 320 (B.1.COD.(1).(b))
A Humanistic Approach to Criterion Referenced Testing.
ED 081 842 (A.GEN.a)
Issues and Procedures in the Development of Criterion Referenced Tests.
ED 083 284 (B.GEN.a)
Mathematics Objectives: Second Assessment.
ED 156 439 (A.1.MATH.(2).(b))
NAEP Procedures and Small-Scale Assessment: Applications to Some Local Problems
EJ 096 959 (B.GEN.a)
The National Assessment Approach to Exercise Development.
ED 067 402 (A.GEN.a)
National Assessment's Consumer Skills Assessments.
ED 155 116 (A.SPEC.d.(1).(c))
Procedural Handbook: 1977-78 Mathematics Assessment.
ED 186 280 (A.1.MATH.(2).(c))
Scoring Instrumental and Vocal Musical Performances.
ED 129 839 (A.1.MUS.(1).(c))
Student Involvement in Test Development.
ED 069 699 (B.GEN.a)
What Test Questions are Likely to Offend

the General Public
EJ 040 104 (B.GEN.a)

Test Format
Reading/Literature Released Exercise Set, 1979-80 Assessment.
ED 205 588 (A.1.READ.(3).(b))

Test Interpretation
Education for Citizenship: A Bicentennial Survey. Results Manual for Replicating the Citizenship Survey.
ED 171 609 (A.1.CIT.(2).(d))
Implications of National Assessment Writing Results.
ED 050 119 (B.1.WRIT.(1).(d))
National Assessment Achievements: Findings, Interpretations and Uses. Report No. 48.
ED 097 348 (A.GEN.b)
National Educational Assessment: Pro and Con.
ED 070 172 (B.GEN.c)
SLATE (Support for Learning and Teaching of English). Volume 2.
ED 146 629 (B.GEN.b)
The Use, Misuse, and Abuse of Tests.
ED 051 281 (B.GEN.b)
What We Are Learning from the National Assessment
EJ 040 662 (B.GEN.c)
The 3rd National Assessment of Reading and Literature Versus Norm- and Criterion-Referenced Testing.
ED 159 599 (B.1.READ.(3).(c))

Test Items
Guide for an Assessment of Basic Life Skills.
ED 139 819 (A.SPEC.c.(1).(b))
The National Assessment Approach to Objectives and Exercise Development.
ED 194 577 (A.GEN.a)
Science Skills Skidding in U.S. Schools.
EJ 189 831 (B.1.SCI.(3).(d))
The Second Assessment of Mathematics, 1977-78, Released Exercise Set.
ED 187 543 (A.1.MATH.(2).(b))
Selected Supplemental Mathematics Exercises. National Assessment of Educational Progress.
ED 183 388 (A.SPEC.h.(1).(b))
Social Studies Skills and National Assessment.
ED 141 237 (B.1.SOC.(1).(b))
Stability of the National Assessment Scoring Methods.
EJ 233 271 (B.GEN.a)
Technical Information and Data from the 1977 Young Adult Assessment of Health, Energy and Reading; Released Exercises, National and Group Results.
ED 193 260 (A.GEN.b)
The Third Assessment of Writing, 1978-79 Released Exercise Set.
ED 205 583 (A.1.WRIT.(3).(b))

Test Reliability
Estimating Scorer Agreement for Nominal Categorization Systems.
EJ 260 758 (B.GEN.a)
Measures of Scorer Agreement and Patterns of Disagreement.
ED 193 307 (A.GEN.a)
Stability of the National Assessment Scoring Methods.
EJ 233 271 (B.GEN.a)

Test Results
Achievement Test Scores in Mathematics and Science.
EJ 249 182 (B.GEN.b)
Basic Life Skills. Technical Report. Report No. 08-BLS-21.
ED 177 170 (A.SPEC.c.(1).(c))
Career Development Needs of Adults: How to Improve Career Development Programs.
ED 147 499 (B.1.COD.(1).(d))
Career Development Needs of Nine-Year Olds: How to Improve Career Development Programs.
ED 147 497 (B.1.COD.(1).(d))
Career Development Needs of Thirteen-Year Olds: How to Improve Career Development Programs.
ED 147 498 (B.1.COD.(1).(d))
Design and Drawing Skills. Selected Results from the First National Assessment of Art, June 1977.
ED 141 249 (A.1.ART.(1).(d))
Fractions: Results and Implications from National Assessment.
EJ 246 313 (B.1.MATH.(2).(d))
Highlights and Trends from National Assessment: Changes in Reading Achievement, 1970-1975.
ED 128 766 (A.SPEC.f.(1).(d))
Highlights and Trends from National Assessment: Writing and Change in Writing Skills.
ED 128 814 (A.1.WRIT.(2).(d))
Maine Assessment of Educational Progress, Report 2. Results Report 1: Citizenship and Writing, 1972.
ED 080 598 (B.GEN.a)
The Marrow of Achievement Test Score Declines
EJ 139 741 (B.GEN.b)
Mathematics Technical Report: Exercise Volume. National Assessment of Educational Progress. Report No. 04-MA-20.
ED 138 468 (A.1.MATH.(1).(b))
The Menomonee Falls, Wisconsin Experience.
ED 137 410 (B.1.READ.(2).(c))
National Assessment Findings and Educational Policy Questions.
ED 224 839 (A.GEN.b)
The National Assessment of Educational Progress: Its Results Need to be Made More Useful. Report to the Congress by the Comptroller General of the United States.
ED 129 897 (B.GEN.b)
National Assessment: Reports and Implications for School Districts
EJ 032 003 (B.GEN.b)
The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132 (A.1.READ.(3).(d))
The Relationship Between Youth Employment Experience and Performance on an Assessment of Career and Occupational Items.
ED 219 388 (A.SPEC.i.(1).(d))
Results and Implications of the NAEP Mathematics Assessment: Elementary School
EJ 126 749 (B.1.MATH.(1).(d))
Results and Implications of the NAEP Mathematics Assessment: Secondary School
EJ 126 740 (B.1.MATH.(1).(d))
Science Education Slips in U.S.
EJ 101 574 (B.1.SCI.(1).(d))
Science Skills Skidding in U.S. Schools.
EJ 189 831 (B.1.SCI.(3).(d))
The Second National Assessment of Writing: New and Reassessed Exercises with Technical Information and Data.
ED 155 728 (A.1.WRIT.(2).(b))
Social Studies Highlights Report, 1974-75. Bulletin 1459.
ED 141 214 (B.GEN.a)
Students' Affective Responses to Mathematics: Secondary School Results from National Assessment.
EJ 232 909 (B.1.MATH.(2).(d))
Technical Information and Data from the 1977 Young Adult Assessment of Health, Energy and Reading; Released Exercises, National and Group Results.
ED 193 260 (A.GEN.b)
Update on Education: A Digest of the National Assessment of Educational Progress.
ED 113 381 (A.GEN.c)
What Are the Chances of Your Students Knowing Probability?
EJ 246 318 (B.1.MATH.(2).(d))
When I Grow Up, What Will I Be?
ED 145 202 (A.1.COD.(1).(d))

Test Reviews
Measures of Non-Academic Functional Literacy in Children. An Evaluation of Available Instruments.
ED 170 351 (B.GEN.b)

Test Score Decline
Achievement Test Score Decline: Do We Need to Worry?
ED 120 263 (B.GEN.b)
Declining Admissions Test Scores.
ED 120 245 (B.GEN.b)
The Test Score Decline: Meaning and Issues.
ED 138 643 (B.GEN.b)

Test Selection
Measures of Non-Academic Functional Literacy in Children. An Evaluation of Available Instruments.
ED 170 351 (B.GEN.b)

Test Validity
How Competent are the Writing Competency Tests?
ED 179 958 (B.GEN.b)
The Mass Testing of Writing: How Well Is It Being Done?
ED 158 310 (B.GEN.b)
The National Assessment of Educational Progress
EJ 095 637 (B.GEN.b)
Reexamination of Multiple-Choice Testing
EJ 023 713 (B.GEN.a)
Systematic Judgment of Children's Drawings.
ED 127 240 (A.1.ART.(1).(c))
Teachers and Achievement Testing.
ED 151 355 (B.GEN.c)
Validity of Social Studies and Citizenship Exercising–Task 2. Final Report.
ED 100 741 (B.GEN.b)

Test Wiseness
National Educational Assessment: Pro and Con.
ED 070 172 (B.GEN.c)

Testing
Career and Occupational Development Kit. Instruction Manual.
ED 145 199 (A.1.COD.(1).(c))
Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.
ED 177 329 (B.SPEC.c.(1).(b))
Exercise Administrator Administrative Instructions for Age Classes 1, 2 & 3. Year 11, October 1979-May 1980.
ED 206 669 (A.1.READ.(3).(c))
Math Fundamentals: Selected Results from the First National Assessment of Mathematics.
ED 102 029 (A.1.MATH.(1).(d))
Measuring Educational Progress: A Study of the National Assessment.
ED 140 228 (B.GEN.b)
National Assessment of Educational Progress DS [District Supervisor] Training Manual, Year 11.
ED 206 668 (A.1.READ.(3).(c))
National Assessment of Educational Progress. 1969-1970 Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex, (National Assessment Report 7).
ED 067 220 (A.1.SCI.(1).(d))
National Assessment–Some Valuable By-Products for Schools
EJ 005 372 (B.GEN.b)
National Assessment - Spring 1968.
EJ 002 384 (B.GEN.c)
National Educational Assessment: Pro and Con.
ED 070 172 (B.GEN.c)
Proceedings of the 1970 Invitational Conference on Testing Problems.
ED 052 264 (B.GEN.c)
Results from the First Mathematics Assessment of the National Assessment of Educational Progress.
ED 156 443 (B.1.MATH.(1).(d))
The Second Assessment of Mathematics, 1977-78, Released Exercise Set.
ED 187 543 (A.1.MATH.(2).(b))
The Second National Assessment in Mathematics: Area and Volume.
EJ 257 007 (B.1.MATH.(2).(d))
Some Implications of the National Assessment Model and Data for State and Local Education.
ED 074 620 (B.GEN.a)
The Uneasy Compromise: Bringing Together Testers and Teachers of English.
ED 186 929 (B.GEN.b)
The Use, Misuse, and Abuse of Tests.
ED 051 281 (B.GEN.b)
Why Evaluate Education?
EJ 054 501 (B.GEN.b)

Testing Problems
Competency Testing: An Encounter with the Future.
ED 187 758 (B.GEN.c)
How Competent are the Writing Competency Tests?
ED 179 958 (B.GEN.b)
A National Assessment in English: A Double Edged Sword
EJ 036 455 (B.GEN.b)
National Comparisons of Racial Attitudes of Segregated and Desegregated Students.
ED 173 457 (B.GEN.b)
Proceedings of the 1970 Invitational Conference on Testing Problems.
ED 052 264 (B.GEN.c)
SLATE (Support for Learning and Teaching of English). Volume 2.
ED 146 629 (B.GEN.b)
Stability of Nominal Categories Over Readers, Over Time.
ED 110 494 (A.GEN.a)
Using the NAEP Test Exercises
EJ 096 956 (B.1.SOC.(1).(c))
A View of Power: Four Essays on the National Assessment of Educational Progress.
ED 171 743 (B.GEN.b)
What Test Questions are Likely to Offend the General Public
EJ 040 104 (B.GEN.a)

Testing Programs
Assessing Mathematical Achievement.
ED 184 809 (B.GEN.b)
Basic Concepts of Probability–What Do People Know?
EJ 195 195 (B.1.MATH.(2).(d))
Competency Testing: An Encounter with the Future.
ED 187 758 (B.GEN.c)
GPO: Send Me The Primary Effects of Common Instruction! Professional Paper 34.
ED 129 908 (B.GEN.c)
Iowa Assessment Report in Mathematics, 1975-76 School Year.
ED 125 894 (B.GEN.a)
Issues and Procedures in the Development of Criterion Referenced Tests.
ED 083 284 (B.GEN.a)
National Assessment of Educational Progress, Volume 4 Number 3.
ED 050 996 (A.GEN.c)
National Science Assessment
EJ 009 139 (B.1.SCI.(1).(a))
Quality of Education, 1977. Hearings before the Subcommittee on Education, Arts and Humanities. Ninety-Fifth Congress, First Session on Examination into the Quality of Education of our Nation's Students and Means of Improving Competency in Basic Skills at Various Grade Levels.
ED 145 587 (B.GEN.c)
Reading/Literature Released Exercise Set, 1979-80 Assessment.
ED 205 588 (A.1.READ.(3).(b))
Results and Implications of the NAEP Mathematics Assessment: Elementary School
EJ 126 749 (B.1.MATH.(1).(d))
Results and Implications of the NAEP Mathematics Assessment: Secondary School
EJ 126 740 (B.1.MATH.(1).(d))
Student Achievement in California Schools: 1978-79 Annual Report.
ED 190 653 (B.GEN.b)

Tests
Adult Reading Abilities: Definitions and Measurements.
ED 068 810 (A.1.READ.(1).(d))
Alternatives to National Assessment Exercises - A Microproject
EJ 075 580 (B.1.SCI.(1).(c))
An Assessment of the Social Studies Achievement of Thirteen-Year-Olds in Rural Public Schools of North Mississippi.
ED 147 040 (B.GEN.b)
Contributions of the National Assessment to Understanding the Problems of Literacy. No. 08-FL-50.
ED 192 259 (A.SPEC.f.(1).(c))
Education for Citizenship: A Bicentennial Survey. Results Manual for Replicating the Citizenship Survey.
ED 171 609 (A.1.CIT.(2).(d))
Implications of National Assessment Writing Results.
ED 050 119 (B.1.WRIT.(1).(d))
Issues and Procedures in the Development of Criterion Referenced Tests.
ED 083 284 (B.GEN.a)
The National Assessment
EJ 017 015 (B.GEN.c)
National Assessment and Social Indicators, January 1973.
ED 082 290 (B.GEN.b)
The Second Assessment of Music, 1978-79. Released Exercise Set.
ED 194 399 (A.1.MUS.(2).(b))
Using the Results from the National Assessment of Educational Progress - a Macroproject Pretest for Teachers
EJ 075 579 (B.1.SCI.(1).(d))
Writing Abilities of American Young Adults.
ED 068 811 (B.1.WRIT.(1).(d))

Texas Assessment Project
Citizenship. A Statewide Assessment in Texas.
ED 170 347 (B.GEN.a)

Third Mathematics Assessment (1982)
Mathematics Objectives, 1981-82 Assessment.
ED 211 352 (A.1.MATH.(3).(b))

Third Writing Assessment (1979)
Guidelines for Describing Three Aspects of Writing: Syntax, Cohesion and Mechanics.
ED 205 572 (A.1.WRIT.(3).(c))

Translation
Developing Parallel Career and Occupational Development Objectives and Exercise (Test) Items in Spanish for Assessment and Evaluation.
ED 182 320 (B.1.COD.(1).(b))

Trend Analysis
Achievement and the Three R's: A Synopsis of National Assessment Findings in Reading, Writing and Mathematics.
ED 223 658 (A.GEN.b)
Adult Readers: Will They Need Basics Too?
ED 182 690 (A.SPEC.a.(1).(d))
Differential Changes in Levels of Achievement for Students in Three Age Groups.
EJ 202 273 (B.GEN.b)
Issues in the Analysis and Analysis of Change of National Assessment Data.
ED 194 605 (A.GEN.a)

Tutorial Programs

Turning It Around in Education with Student Tutoring
EJ 163 375 (B.GEN.c)

United States

National Assessment of Educational Progress in the United States
EJ 153 122 (B.GEN.c)

Writing Mechanics, 1979. A Description of the Writing Abilities Assessment of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.
ED 190 6[illegible]2 (A.1.WRIT.(3).(b))

United States Constitution

National Assessment of Educational Progress Newsletter. Volume 6, Number 9.
ED 085 332 (A.1.SOC.(1).(d))

Urban Areas

National Assessment of Educational Progress. 1969-1970 Writing: Group Results for Sex, Region, and Size of Community (Preliminary Report).
ED 051 246 (A.1.WRIT.(1).(d))

Urbanization

Contemporary Social Issues. National Assessment of Educational Progress: Social Studies. Report No. 03-SS-02.
ED 097 271 (A.1.SOC.(1).(d))

Use Studies

How Have You Used National Assessment Materials? . . . Responses from Six Educators.
ED 222 550 (A.GEN.b)

User Satisfaction (Information)

Major Informational Needs of National Assessment Audiences and Ways to Enhance the Assessment's Utility in Meeting Those Needs.
ED 194 576 (A.GEN.a)

Verbal Ability

Assessing Listening Ability: Relationships with Verbal Ability and Racial/Ethnic Bias.
ED 193 678 (A.GEN.b)

Verbal Development

Basic Skills in Composition: Measurement, Competency Testing, Instructional Technique.
ED 179 954 (B.GEN.b)

Visual Aids

Graphic Materials: Theme 2, Reading.
ED 078 384 (A.1.READ.(1).(d))

Vocabulary Skills

Literature, Language, and Expression.
ED 124 909 (B.1.WRIT.(2).(d))

Vocational Education

Basic Mathematics Skills and Vocational Education. Information Series No. 199.
ED 186 608 (B.GEN.b)

A Current Assessment of How Community College Vocational Education Leadership Needs Are Met: Implications for the Future.
ED 200 261 (B.GEN.c)

Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.
ED 177 329 (B.SPEC.c.(1).(b))

National Assessment of Educational Progress. Objectives for Career and Occupational Development.
ED 059 119 (A.1.COD.(1).(b))

Vocational Maturity

The First Assessment of Career and Occupational Development: Released Exercises (1973-74). No. 05-C02-25.
ED 192 079 (A.1.COD.(1).(b))

White Students

Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.
ED 215 034 (B.GEN.b)

A Closer Look at School Cutoff Dates and Achievement.
ED 216 050 (A.GEN.b)

Womens Education

Achievement and Participation of Women in Mathematics: An Overview. Report of a Two-Year Study.
ED 184 878 (A.GEN.b)

Word Recognition

Understanding Words and Word Relationships: Theme 1 of the National Assessment of Reading.
ED 077 021 (A.1.READ.(1).(d))

Work Attitudes

Career and Occupational Development Items.
ED 145 201 (A.1.COD.(1).(b))

The Cross-Sectional Story of Early Career Development as Revealed by the National Assessment of Educational Progress. Revised.
ED 147 490 (B.1.COD.(1).(d))

The First Assessment of Career and Occupational Development: Released Exercises (1973-74). No. 05-C02-25.
ED 192 079 (A.1.COD.(1).(b))

When I Grow Up, What Will I Be?
ED 145 202 (A.1.COD.(1).(d))

A Woman's Place.
ED 155 330 (A.1.WRIT.(2).(d))

Work Experience

Adult Work Skills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development.
ED 130 079 (A.1.COD.(1).(d))

Workshops

1973 Assessment Workshops: Final Report.
ED 107 710 (A.GEN.a)

Writing (Composition)

Basic Skills in Composition: Measurement, Competency Testing, Instructional Technique.
ED 179 954 (B.GEN.b)

DoDDS Language Arts Assessment Results, 1977-78.
ED 184 133 (B.GEN.a)

Help for the Teacher of Written Composition (K-9): New Directions in Research.
ED 120 731 (B.GEN.b)

How Competent are the Writing Competency Tests?
ED 179 958 (B.GEN.b)

Implications of National Assessment Writing Results.
ED 050 119 (B.1.WRIT.(1).(d))

National Assessment of Educational Progress. 1969-1970 Writing: Group Results for Sex, Region, and Size of Community (Preliminary Report).
ED 051 246 (A.1.WRIT.(1).(d))

National Assessment of Writing: Useless and Uninteresting?
EJ 089 293 (B.1.WRIT.(1).(c))

On the Teaching of Writing: Some Implications from National Assessment
EJ 089 292 (B.1.WRIT.(1).(d))

Procedural Handbook: 1978-79 Writing Assessment.
ED 199 263 (A.1.WRIT.(3).(c))

Putting It in Writing: Some Notes on the Teaching of Composition.
ED 124 946 (B.GEN.b)

The Second National Assessment of Writing: New and Reassessed Exercises with Technical Information and Data.
ED 155 728 (A.1.WRIT.(2).(b))

The Third Assessment of Writing, 1978-79 Released Exercise Set.
ED 205 583 (A.1.WRIT.(3).(b))

Topics for Assessing Writing through Writing Samples. Evaluation of the Bay Area Writing Project. Technical Report.
ED 191 059 (B.1.WRIT.(3).(b))

Trends in Written Composition.
ED 177 571 (B.GEN.a)

Writing Abilities of American Young Adults.
ED 068 811 (B.1.WRIT.(1).(d))

Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume III–9-Year-Olds.
ED 196 044 (A.1.WRIT.(3).(d))

Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume II–13-Year-Olds.
ED 196 043 (A.1.WRIT.(3).(d))

Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume I–17-Year-Olds.
ED 196 042 (A.1.WRIT.(3).(d))

Writing Assessment for the 1980s. Proceedings of a National Conference on the Assessment of Writing (Boulder, Colorado, June 13, 1980).
ED 195 576 (B.GEN.a)

Writing Errors: Implications about Student Writers
EJ 089 338 (B.1.WRIT.(1).(d))

Writing Mechanics, 1969-1974: A Capsule Description of Changes in Writing Mechanics.
ED 113 736 (A.1.WRIT.(2).(d))

Writing Objectives.
ED 033 870 (A.1.WRIT.(1).(b))

Writing Evaluation

Guidelines for Describing Three Aspects of Writing: Syntax, Cohesion and Mechanics.
ED 205 572 (A.1.WRIT.(3).(c))

Procedural Handbook: 1978-79 Writing Assessment.
ED 199 263 (A.1.WRIT.(3).(c))

Relationships Among Measures of Writing Skill.
ED 224 812 (B.GEN.a)

Sentence-Combining Skills: Results of the Sentence-Combining Exercises in the 1978-79 National Writing Assessment.
ED 210 696 (A.1.WRIT.(3).(d))

Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume III–9-Year-Olds.
ED 196 044 (A.1.WRIT.(3).(d))

Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume II–13-Year-Olds.
ED 196 043 (A.1.WRIT.(3).(d))

Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume I–17-Year-Olds.
ED 196 042 (A.1.WRIT.(3).(d))

Writing Exercises
Application of NAEP Writing Assessment Procedures in Montgomery County, Maryland. Summary.
ED 074 079 (B.1.WRIT.(1).(c))
Bloomington Writing Assessment 1977; A Report to Students, Public and Teaching Staff.
ED 155 693 (B.GEN.b)
Bloomington Writing Assessment 1977; Student Exercise, Teacher Directions, Scoring.
ED 155 692 (B.GEN.b)
The Primary Trait System for Scoring Writing Tasks.
ED 124 942 (A.1.WRIT.(2).(c))
Reading/Literature Released Exercise Set, 1979-80 Assessment. Supplement.
ED 205 589 (A.1.READ.(3).(b))
The Second National Assessment of Writing: New and Reassessed Exercises with Technical Information and Data.
ED 155 728 (A.1.WRIT.(2).(b))
Writing: National Results–Writing Mechanics.
ED 062 325 (A.1.WRIT.(1).(d))

Writing Instruction
The Reading-Writing-Thinking Connection.
ED 208 374 (B.1.LIT.(2).(d))
Sentence-Combining Skills: Results of the Sentence-Combining Exercises in the 1978-79 National Writing Assessment.
ED 210 696 (A.1.WRIT.(3).(d))
Topics for Assessing Writing through Writing Samples. Evaluation of the Bay Area Writing Project. Technical Report.
ED 191 059 (B.1.WRIT.(3).(b))
Writing Objectives, 1983-84 Assessment.
ED 222 904 (A.1.WRIT.(4).(b))

Writing Processes
Trends in Written Composition.
ED 177 571 (B.GEN.a)
Writing Objectives, 1983-84 Assessment.
ED 222 904 (A.1.WRIT.(4).(b))

Writing Research
Basic Skills in Composition: Measurement, Competency Testing, Instructional Technique.
ED 179 954 (B.GEN.b)
DoDDS Language Arts Assessment Results, 1977-78.
ED 184 133 (B.GEN.a)
Relationships Among Measures of Writing Skill.
ED 224 812 (B.GEN.a)
Sentence-Combining Skills: Results of the Sentence-Combining Exercises in the 1978-79 National Writing Assessment.
ED 210 696 (A.1.WRIT.(3).(d))
Trends in Written Composition.
ED 177 571 (B.GEN.a)
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume III–9-Year-Olds.
ED 196 044 (A.1.WRIT.(3).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume II–13-Year-Olds.
ED 196 043 (A.1.WRIT.(3).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume I–17-Year-Olds.
ED 196 042 (A.1.WRIT.(3).(d))

Writing Skills
Basic Skills in Composition: Measurement, Competency Testing, Instructional Technique.
ED 179 954 (B.GEN.b)
Bloomington Writing Assessment 1977; A Report to Students, Public and Teaching Staff.
ED 155 693 (B.GEN.b)
Bloomington Writing Assessment 1977; Student Exercise, Teacher Directions, Scoring.
ED 155 692 (B.GEN.b)
The Condition of Student Writing
EJ 144 141 (B.1.WRIT.(2).(d))
DoDDS Language Arts Assessment Results, 1977-78.
ED 184 133 (B.GEN.a)
ERIC/RCS: Developing Critical Reading and Thinking Skills.
EJ 261 390 (B.GEN.b)
Explanatory and Persuasive Letter Writing: Selected Results from the Second National Assessment of Writing.
ED 135 006 (A.1.WRIT.(2).(d))
Expressive Writing: Selected Results From the Second National Assessment of Writing.
ED 130 312 (A.1.WRIT.(2).(d))
The First Results
EJ 054 502 (A.GEN.b)
Five Empirically Based Composition Skills.
ED 162 337 (B.1.WRIT.(2).(d))
Guidelines for Describing Three Aspects of Writing: Syntax, Cohesion and Mechanics.
ED 205 572 (A.1.WRIT.(3).(c))
Highlights and Trends from National Assessment: Writing and Change in Writing Skills.
ED 128 814 (A.1.WRIT.(2).(d))
How Competent are the Writing Competency Tests?
ED 179 958 (B.GEN.b)
Literature, Language, and Expression.
ED 124 909 (B.1.WRIT.(2).(d))
The Mass Testing of Writing: How Well Is It Being Done?
ED 158 310 (B.GEN.b)
National Assessment of Educational Progress, Volume 4 Number 3.
ED 050 996 (A.GEN.c)
National Assessment of Educational Progress. 1969-1970 Writing: National Results.
ED 051 245 (A.1.WRIT.(1).(d))
National Assessment of Writing: Useless and Uninteresting?
EJ 089 293 (B.1.WRIT.(1).(c))
New Study Shows Further Declines in Writing Ability
EJ 162 089 (B.1.WRIT.(2).(d))
On the Teaching of Writing: Some Implications from National Assessment
EJ 089 292 (B.1.WRIT.(1).(d))
Oversight Hearing on Reading and Writing Achievement. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session.
ED 209 635 (B.GEN.b)
The Primary Trait System for Scoring Writing Tasks.
ED 124 942 (A.1.WRIT.(2).(c))
Putting It in Writing: Some Notes on the Teaching of Composition.
ED 124 946 (B.GEN.b)
Reading, Thinking and Writing: Results from the 1979-80 National Assessment of Reading and Literature.
ED 209 641 (A.1.LIT.(2).(d))
Relationships Among Measures of Writing Skill.
ED 224 812 (B.GEN.a)
The Second National Assessment of Writing: New and Reassessed Exercises with Technical Information and Data.
ED 155 728 (A.1.WRIT.(2).(b))
Selected Essays and Letters: A Selection of Papers Collected During the 1969-70 Assessment of Writing. Report 10.
ED 075 822 (A.1.WRIT.(1).(d))
Student Writing, 1980: A Description of the Writing Abilities of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.
ED 198 155 (B.GEN.a)
The Third Assessment of Writing, 1978-79 Released Exercise Set.
ED 205 583 (A.1.WRIT.(3).(b))
Trends in Written Composition.
ED 177 571 (B.GEN.a)
A Woman's Place.
ED 155 330 (A.1.WRIT.(2).(d))
Write/Rewrite: An Assessment of Revision Skills; Selected Results from the Second National Assessment of Writing.
ED 141 826 (A.1.WRIT.(2).(d))
Writing Abilities of American Young Adults.
ED 068 811 (B.1.WRIT.(1).(d))
Writing Assessment for the 1980s. Proceedings of a National Conference on the Assessment of Writing (Boulder, Colorado, June 13, 1980).
ED 195 576 (B.GEN.a)
Writing Errors: Implications about Student Writers
EJ 089 338 (B.1.WRIT.(1).(d))
Writing: Group Results A and B for Objectively-Scored Exercises; 1969-70 Assessment, National Results by Region, Sex, Color, Size and Type of Community, and Parental Education.
ED 077 029 (A.1.WRIT.(1).(d))
Writing Mechanics, 1969-1974: A Capsule Description of Changes in Writing Mechanics.
ED 113 736 (A.1.WRIT.(2).(d))
Writing Mechanics, 1979. A Description of the Writing Abilities Assessment of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.
ED 190 672 (A.1.WRIT.(3).(b))
Writing: National Results–Writing Mechanics.
ED 062 325 (A.1.WRIT.(1).(d))
Writing Objectives.
ED 033 870 (A.1.WRIT.(1).(b))
Writing Objectives for 1973-74 Assess-

ment.
ED 072 460 (A.1.WRIT.(2).(b))
Writing Objectives, 1983-84 Assessment.
ED 222 904 (A.1.WRIT.(4).(b))

Writing Topics
Topics for Assessing Writing through Writing Samples. Evaluation of the Bay Area Writing Project. Technical Report.
ED 191 059 (B.1.WRIT.(3).(b))

Yearbooks
National Assessment of Educational Progress. General Information Yearbook.
ED 102 235 (A.GEN.a)

Young Adults
Assessing Job Knowledge and Generally Useful Skills of Young Americans
EJ 163 841 (B.1.COD.(1).(d))
Career and Occupational Development Technical Report: Summary Volume. Career and Occupational Development Report No. 05-COD-21.
ED 176 019 (A.1.COD.(1).(d))
Checkup: A National Assessment of Health Awareness Among 17-Year-Olds and Young Adults. Report No. 08-H-01.
ED 160 604 (A.SPEC.g.(1).(d))
Consumer Math: Just How Knowledgeable Are U.S. Young Adults?
EJ 148 046 (B.1.MATH.(1).(d))
Critical Reading: Theme 8, Reading.
ED 078 387 (A.1.READ.(1).(d))
Main Ideas and Organization: Theme 6, Reading.
ED 079 688 (A.1.READ.(1).(d))
National Assessment of Educational Progress. Career and Occupational Development Technical Report: Exercise Volume.
ED 141 582 (A.1.COD.(1).(b))
Reference Materials: Theme 4, Reading.
ED 079 687 (A.1.READ.(1).(d))
What Do Young Adults Know About Science? Some Results From Two National Assessments.
ED 184 820 (A.1.SCI.(2).(d))

Youth
Democratic Values and Pre-Adult Virtues: Tolerance, Knowledge and Participation.
ED 179 470 (B.1.CIT.(2).(d))
Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.
ED 143 829 (A.1.COD.(2).(b))
Science Achievement: The Trend is Down
EJ 128 [illegible]05 (B.1.SCI.(2).(d))

Youth Work Experience
Career and Occupational Development Technical Report: Summary Volume. Career and Occupational Development Report No. 05-COD-21.
ED 176 019 (A.1.COD.(1).(d))

Author Index

Adams, John W.
Minnesota Educational Assessment: Pilot Phase Results. Summary Report.
ED 089 464 (B.GEN.a)

Ahmann, J. Stanley
Assessing Job Knowledge and Generally Useful Skills of Young Americans
EJ 163 841 (B.1.COD.(1).(d))
Assessing National Levels of Achievement in a Systematic Manner
EJ 123 613 (B.GEN.b)
Differential Changes in Levels of Achievement for Students in Three Age Groups.
EJ 202 273 (B.GEN.b)
The First Results
EJ 054 502 (A.GEN.b)
How Much Are Our Young People Learning? The Story of the National Assessment. Fastback 68.
ED 123 244 (B.GEN.b)
A Report on National Assessment in Seven Learning Areas
EJ 131 671 (B.GEN.b)
Science Achievement: The Trend is Down
EJ 128 205 (B.1.SCI.(2).(d))
A Speculative View of the Needs in Educational Measurement in Higher Education in the 1980s.
ED 178 570 (B.GEN.b)

Allison, Clay
Technical Giants of National Assessment
EJ 054 503 (B.GEN.c)

Alvord, David J.
Evaluating Performance on National Assessment Objectives: Norm-Referenced and Criterion-Referenced Interpretations
EJ 108 228 (B.GEN.a)
Relationships Among Pupil Self Concept, Attitude Toward School, and Achievement on Selected Science Exercises From the National Assessment of Educational Progress.
ED 089 931 (B.1.SCI.(1).(d))
Relationships Between Academic Achievement and Self-Concept
EJ 103 090 (B.1.SCI.(1).(c))

Anderson, Ronald E.
Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.
ED 199 299 (B.GEN.a)

Anick, Constance Martin
Minorities and Mathematics: Results from the National Assessment of Educational Progress.
EJ 254 218 (B.1.MATH.(2).(d))

Appelbaum, Mark I.
Balancing-Analysis of Variance by Another Name
EJ 150 831 (B.GEN.a)
An Evaluation of Some Methods Used in the National Assessment of Educational Progress. Final Report.
ED 131 119 (B.GEN.a)

Applebee, Arthur N.
Perspectives on the National Assessment of Educational Progress
EJ 169 498 (B.GEN.c)
Trends in Written Composition.
ED 177 571 (B.GEN.a)

Armstrong, Jane M.
Achievement and Participation of Women in Mathematics: An Overview. Report of a Two-Year Study.
ED 184 878 (A.GEN.b)

Aubrey, Roger F.
Career Development Needs of Thirteen-Year Olds: How to Improve Career Development Programs.
ED 147 498 (B.1.COD.(1).(d))

Baker, Harold R.
Educational Indicators of Development. Education and Socioeconomic Development, Monograph III.
ED 199 283 (B.GEN.b)

Barrow, Kay
Achievement and the Three R's: A Synopsis of National Assessment Findings in Reading, Writing and Mathematics.
ED 223 658 (A.GEN.b)

Barth, Rodney J.
Notes and Quotes on Back to Basics. An ERIC/RCS Report
EJ 151 161 (B.GEN.c)

Buss, Lisa P.
Assessment Measures Music Learning.
EJ 262 472 (B.1.MUS.(2).(d))

Belcher, Robbie A.
The Past is Pertinent
EJ 099 002 (B.1.COD.(1).(c))

Benner, Charles H.
'Dough'-re-mi Can Put Students on Key in Other Subjects
EJ 112 495 (B.1.MUS.(1).(d))

Benrud, C. H.
Sampling and Weighting Activities for Assessment Year 11. Final Report on National Assessment of Educational Progress.
ED 206 703 (A.GEN.a)

Berdie, Frances S.
The National Assessment Approach to Exercise Development.
ED 067 402 (A.GEN.a)
What Test Questions are Likely to Offend the General Public
EJ 040 104 (B.GEN.a)

Berger, Allen
Speed Reading Through a Glass Darkly.
ED 065 835 (B.1.READ.(1).(d))

Beshoar, Barron B.
The Condition of Student Writing
EJ 144 141 (B.1.WRIT.(2).(d))
NAEP's Second Round with Science
EJ 120 469 (B.1.SCI.(2).(d))

Bestgen, Barbara J.
Making and Interpreting Graphs and Tables: Results and Implications from National Assessment.

EJ 237 426 (B.1.MATH.(2).(d))

Billingsley, Raymond Lee
An Assessment of the Social Studies Achievement of Thirteen-Year-Olds in Rural Public Schools of North Mississippi.
ED 147 040 (B.GEN.b)

Bock, R. Darrell
The Next Stage in Educational Assessment.
EJ 262 683 (B.GEN.b)

Bonney, Lewis A.
Application of the National Assessment of Educational Progress Philosophy in San Bernardino City Unified School District.
ED 078 091 (B.GEN.a)

Bowditch, Deborah
Adult Readers: Will They Need Basics Too?
ED 182 690 (A.SPEC.a.(1).(d))

Bowes, John E.
National Assessment of Educational Progress, Mathematics Objectives.
ED 063 140 (A.1.MATH.(1).(b))

Bowes, John E., Ed.
Literature Objectives.
ED 041 009 (A.1.LIT.(1).(b))
National Assessment of Educational Progress. Music Objectives.
ED 063 197 (A.1.MUS.(1).(b))
Reading Objectives.
ED 041 010 (A.1.READ.(1).(b))

Brittingham, Barbara E.
Evaluating Performance on National Assessment Objectives: Norm-Referenced and Criterion-Referenced Interpretations
EJ 108 228 (B.GEN.a)

Brown, Rexford
Adult Readers: Will They Need Basics Too?
ED 182 690 (A.SPEC.a.(1).(d))
Contributions of the National Assessment to Understanding the Problems of Literacy and Equity.
ED 192 294 (A.GEN.a)
National Assessment Findings and Educational Policy Questions.
ED 224 839 (A.GEN.b)
Responding to Literature: Theme 2, Literature.
ED 077 020 (A.1.LIT.(1).(d))
Understanding Imaginative Language: Theme 1 of the National Assessment of Literature.
ED 077 002 (A.1.LIT.(1).(d))

Brown, Rexford G.
Literature: Summary Data.
ED 079 685 (A.1.LIT.(1).(d))

Bryant, Edward C.
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature.
ED 096 348 (B.GEN.a)
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature. Appendix.
ED 096 349 (B.GEN.a)

Burke, Leslie
The Effects of the Rural School.
ED 201 460 (B.GEN.b)

Burton, Nancy W.
Assessment As Exploratory Research: A Theoretical Overview.
ED 160 646 (A.GEN.a)
The Effect of Position and Format on the Difficulty of Assessment Exercises.
ED 124 589 (A.GEN.a)
Estimating Scorer Agreement for Nominal Categorization Systems.
EJ 260 758 (B.GEN.a)
Recent Trends in Achievement Levels of Black and White Youth.
EJ 262 707 (B.GEN.b)
Stability of the National Assessment Scoring Methods.
EJ 233 271 (B.GEN.a)

Campbell, Vincent N.
National Assessment of Educational Progress. 1969-70 Citizenship: Group Results for Sex, Region, and Size of Community. National Assessment Report 6.
ED 063 196 (A.1.CIT.(1).(d))

Carpenter, Thomas
Results from the First Mathematics Assessment of the National Assessment of Educational Progress.
ED 156 443 (B.1.MATH.(1).(d))

Carpenter, Thomas P.
Calculators in Testing Situations: Results and Implications from National Assessment.
EJ 239 344 (B.1.MATH.(2).(d))
The Current Status of Computer Literacy: NAEP Results for Secondary Students.
EJ 237 482 (B.1.MATH.(2).(d))
Decimals: Results and Implications from National Assessment.
EJ 243 023 (B.1.MATH.(2).(d))
NAEP Note: Problem Solving.
EJ 230 922 (B.1.MATH.(2).(d))
Notes from National Assessment: Basic Concepts of Area and Volume
EJ 126 756 (B.1.MATH.(1).(d))
Notes from National Assessment: Perimeter and Area
EJ 128 372 (B.1.MATH.(1).(d))
Notes from National Assessment: Processes Used on Computational Exercises
EJ 135 036 (B.1.MATH.(1).(d))
Notes from National Assessment: Recognizing and Naming Solids
EJ 130 258 (B.1.MATH.(1).(d))
Notes from National Assessment: Word Problems
EJ 140 099 (B.1.MATH.(1).(d))
Research Implications and Questions From the Year 04 NAEP Mathematics Assessment
EJ 148 897 (B.1.MATH.(1).(d))
Results and Implications of the NAEP Mathematics Assessment: Elementary School
EJ 126 749 (B.1.MATH.(1).(d))
Results and Implications of the NAEP Mathematics Assessment: Secondary School
EJ 126 740 (B.1.MATH.(1).(d))
Results and Implications of the Second NAEP Mathematics Assessments: Elementary School.
EJ 222 430 (B.1.MATH.(2).(d))
Results from the Second Mathematics Assessment of the National Assessment of Educational Progress.
ED 204 107 (B.1.MATH.(2).(d))
Results of the Second NAEP Mathematics Assessment: Secondary School.
EJ 224 414 (B.1.MATH.(2).(d))
Sex-Related Differences in Mathematics: Results from National Assessment.
EJ 254 217 (B.1.MATH.(2).(d))
Solving Verbal Problems: Results and Implications from National Assessment.
EJ 230 908 (B.1.MATH.(2).(d))
Students' Affective Responses to Mathematics: Results and Implications from National Assessment.
EJ 232 917 (B.1.MATH.(2).(d))
Students' Affective Responses to Mathematics: Secondary School Results from National Assessment.
EJ 232 909 (B.1.MATH.(2).(d))
Subtraction: What do Students Know?
EJ 130 107 (B.1.MATH.(1).(d))
Using Research in Teaching. Notes from National Assessment: Addition and Multiplication with Fractions
EJ 133 404 (B.1.MATH.(1).(d))
Using Research in Teaching: Notes from National Assessment: Estimation
EJ 129 903 (B.1.MATH.(1).(d))
What Are the Chances of Your Students Knowing Probability?
EJ 246 318 (B.1.MATH.(2).(d))

Chapin, June
Dissemination–Task 5. [And] Social Studies Educators Rate the NAEP Social Studies Exercises–Task 6. Final Reports.
ED 100 746 (B.GEN.b)
Using the NAEP Test Exercises
EJ 096 956 (B.1.SOC.(1).(c))

Chromy, James R.
Year 11 Primary Sample for the National Assessment of Educational Progress. Final Report.
ED 208 008 (A.GEN.a)

Clark, Phillip I.
The Use, Misuse, and Abuse of Tests.
ED 051 281 (B.GEN.b)

Cobb, Hugh
Data Base Management Needs of National Assessment and Ways to Meet Those Needs.
ED 196 430 (A.GEN.a)

Cohen, Wilbur J.
The Learning and Earning Force
EJ 004 472 (B.GEN.c)

Conaway, Larry E.
An Analysis of the Results of the Florida Educational Assessment Using the NAEP Model. Reading and Mathematics, 1974-75.
ED 137 412 (B.GEN.a)
Some Implications of the National Assessment Model and Data for State and Local Education.
ED 074 620 (B.GEN.a)

Connor, Totsye
A Plan for a Mathematics Curriculum with a Focus on Problem Solving for Elementary Grades K-5.
ED 210 180 (B.GEN.b)

Cooper, Charles R.
Literature, Humanities, Media: Research Roundup
EJ 109 160 (B.GEN.c)

Cousins, Jack

Social Studies Skills and National Assessment.
ED 141 237 (B.1.SOC.(1).(b))

Cox, C. Benjamin
An Analysis of a Selected Set of Exercises from the National Assessment of Educational Progress, Social Studies 1971-1972: Knowledge of Institutions-Task 3. Final Report.
ED 100 742 (B.GEN.b)

Cramer, Elliot M.
Balancing-Analysis of Variance by Another Name
EJ 150 831 (B.GEN.a)
An Evaluation of Some Methods Used in the National Assessment of Educational Progress. Final Report.
ED 131 119 (B.GEN.a)

Crane, Robert
Contemporary Social Issues. National Assessment of Educational Progress: Social Studies. Report No. 03-SS-02.
ED 097 271 (A.1.SOC.(1).(d))
The First Social Studies Assessment: An Overview. National Assessment of Educational Progress. Report No. 03-SS-00.
ED 095 060 (A.1.SOC.(1).(d))
Hispanic Student Achievement in Five Learning Areas: 1971-75. National Assessment of Educational Progress Report No. BR-2, May 1977.
ED 138 414 (A.GEN.b)
Political Knowledge and Attitudes, 1971-1972. A Special Social Studies Report from the National Assessment of Educational Progress.
ED 091 300 (A.1.SOC.(1).(d).)
Science Achievement in the Schools: A Summary of Results from the 1976-77 National Assessment of Science.
ED 164 337 (A.1.SCI.(3).(d))
Using National Assessment for Program Evaluation. Two Papers Presented to the National Council for the Social Studies.
ED 135 839 (A.GEN.a)

Cunningham, William G.
The National Assessment: A Critical Review and a New Direction
EJ 154 431 (B.GEN.c)

Dearman, Nancy B.
Test Scores and Attainment Rates.
EJ 251 946 (B.SPEC.c.(1).(b))

DeCrow, Roger, Ed.
Adult Reading Abilities: Definitions and Measurements.
ED 068 810 (A.1.READ.(1).(d))
Writing Abilities of American Young Adults.
ED 068 811 (B.1.WRIT.(1).(d))

Diem, Richard A.
The New Social History in the High School Classroom.
ED 168 932 (B.1.SOC.(1).(b))

DiStefano, Philip
Five Empirically Based Composition Skills.
ED 162 337 (B.1.WRIT.(2).(d))

Dochterman, Clifford L.
National Assessment of Educational Progress. Summary of Report 1. Science: National Results. July, 1970.
ED 043 099 (A.1.SCI.(1).(d))
National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results-Partial. July, 1970.
ED 043 098 (A.1.CIT.(1).(d))

Easton, Stanley E.
Educational Outcomes of Social Studies Programs in Rural Schools.
ED 171 461 (B.1.SOC.(1).(d))

Edington, Everett D.
The Effects of the Rural School.
ED 201 460 (B.GEN.b)

Eisner, Elliot W.
Towards a More Adequate Conception of Evaluation in the Arts
EJ 105 250 (B.GEN.c)

Elliott, Arthur H.
Turning It Around in Education with Student Tutoring
EJ 163 375 (B.GEN.c)

Enemark, Peter
Supplementary Mathematics Probe Study. Final Report.
ED 222 553 (B.SPEC.h.(1).(d))

Fair, Jean
Dissemination-Task 5. [And] Social Studies Educators Rate the NAEP Social Studies Exercises-Task 6. Final Reports.
ED 100 746 (B.GEN.b)
A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies. National Assessment and Social Studies: The Setting.
ED 100 739 (B.GEN.b)
What is National Assessment and What Does It say to us?
EJ 096 953 (B.GEN.b)

Fair, Jean, Ed.
National Assessment and Social Studies Education: A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies.
ED 111 748 (A.1.SOC.(1).(d))

Farquhar, Robin
Administration's Janus: The Two Faces of Educational Evaluation
EJ 068 036 (B.GEN.b)

Farr, Roger
Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
EJ 219 576 (B.GEN.b)

Farrell, Edmund J.
Implications of National Assessment Writing Results.
ED 050 119 (B.1.WRIT.(1).(d))

Fennema, Elizabeth
Sex-Related Differences in Mathematics: Results from National Assessment.
EJ 254 217 (B.1.MATH.(2).(d))

Finley, Carmen J.
The National Assessment Approach to Exercise Development.
ED 067 402 (A.GEN.a)
National Assessment: Reports and Implications for School Districts
EJ 032 003 (B.GEN.b)
National Assessment - Spring 1968.
EJ 002 384 (B.GEN.c)

Follettie, Joseph F.
GPO: Send Me The Primary Effects of Common Instruction! Professional Paper 34.
ED 129 908 (B.GEN.c)

Folsom, Ralph E., Jr.
National Assessment Approach to Sampling Error Estimation. Sampling Error Monograph.
ED 206 571 (A.GEN.a)

Forbes, Roy H.
Assessing Educational Attainments
EJ 139 744 (B.GEN.b)
The Information Society: Are High School Graduates Ready?
ED 223 812 (A.GEN.b)
NAEP: One "Tool" to Improve Instruction
EJ 153 537 (B.GEN.b)
National Assessment: One Tool in the Education Toolbox
EJ 149 672 (B.GEN.b)
National Assessment: Policy Decision Information.
ED 189 731 (A.GEN.c)

Foreman, Dale I.
National Assessment in Mathematics
EJ 036 445 (B.1.MATH.(1).(a))

Fox, Karen F. A.
The National Assessment of Citizenship: Implications for Social Studies Research.
ED 071 982 (B.1.CIT.(1).(c))

Fremer, John
Student Involvement in Test Development.
ED 069 699 (B.GEN.a)

Fry, Edward
Do Children Read Better Now Than 10 Years Ago?
ED 210 638 (B.1.READ.(3).(d))

Gadway, Charles J.
Drawing Inferences: Theme 7, Reading.
ED 083 533 (A.1.READ.(1).(d))
Functional Literacy: Basic Reading Performance; A Brief Summary and Highlights of an Assessment of 17-Year-Old Students in 1974 and 1975.
ED 133 704 (A.SPEC.f.(1).(d))
Gleaning Significant Facts from Passages: Theme 5, Reading.
ED 078 360 (A.1.READ.(1).(d))
A Handbook of the Mini-Assessment of Functional Literacy-1974 and 1975; Functional Literacy Basic Reading Performance.
ED 134 951 (A.SPEC.f.(1).(c))
Main Ideas and Organization: Theme 6, Reading.
ED 079 688 (A.1.READ.(1).(d))
Reference Materials: Theme 4, Reading.
ED 079 687 (A.1.READ.(1).(d))
Understanding Words and Word Relationships: Theme 1 of the National Assessment of Reading.
ED 077 021 (A.1.READ.(1).(d))

Gadway, Charles J., Ed.
Critical Reading: Theme 8, Reading.
ED 078 387 (A.1.READ.(1).(d))
Reading and Literature: General Information Yearbook.
ED 072 421 (A.GEN.a)
Reading: Released Exercises.
ED 079 684 (A.1.READ.(1).(b))
Written Directions: Theme 3, Reading.
ED 083 572 (A.1.READ.(1).(d))

Gallo, Donald R.
Reading Rate and Comprehension: 1970-71 Assessment.
ED 076 934 (A.1.READ.(1).(d))

Recipes, Wrappers, Reasoning and Rate: A Digest of the First Reading Assessment.
ED 092 869 (A.1.READ.(1).(d))

Galton, Maurice
A Constructive Response to the APU.
EJ 220 456 (B.GEN.b)

Geisert, Gene
National Assessment: A Model for State and Local Competency Mandates?
EJ 209 442 (B.GEN.b)

Gilliard, June
One More Time: NAEP and Blacks
EJ 096 958 (B.1.CIT.(1).(d))

Gisi, Lynn Grover
The Information Society: Are High School Graduates Ready?
ED 223 812 (A.GEN.b)

Glass, Lynn W.
Relationships Between Academic Achievement and Self-Concept
EJ 103 090 (B.1.SCI.(1).(c))

Gonder, Peggy
The Competency Challenge: What Schools Are Doing.
ED 162 417 (B.GEN.b)
The Good News in Reading
EJ 156 580 (B.1.READ.(2).(d))
A Woman's Place.
ED 155 330 (A.1.WRIT.(2).(d))

Goodwin, Barbara, Ed.
National Assessment of Educational Progress: Art Objectives.
ED 051 255 (A.1.ART.(1).(b))
National Assessment of Educational Progress. Social Studies Objectives.
ED 049 111 (A.1.SOC.(1).(b))
National Assessment of Educational Progress, Volume 4 Number 3.
ED 050 996 (A.GEN.c)

Gottfredson, Linda S.
Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation.
ED 159 456 (B.1.COD.(1).(d))

Grannis, Joseph C.
On the Need for Criterion Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship.
ED 100 745 (B.GEN.b)

Grant, W. Vance
Digest of Educational Statistics, 1972 Edition.
ED 083 677 (B.GEN.b)
Digest of Educational Statistics, 1974 Edition.
ED 104 018 (B.GEN.b)
Digest of Education Statistics. 1975 Edition.
ED 123 755 (B.GEN.b)

Greenbaum, William
Measuring Educational Progress: A Study of the National Assessment.
ED 140 228 (B.GEN.b)

Grindstaff, Faye Louise
The National Assessment of Literature: A Review
EJ 130 872 (B.1.LIT.(1).(c))

Haertel, Geneva D.
Early Adolescent Sex Differences in Science Learning: Evidence from the National Assessment of Educational Progress.
EJ 253 004 (B.SPEC.b.(1).(d))

Harms, Norris C., Ed.
What Research Says to the Science Teacher, Volume 3. Science Education Information Report.
ED 205 367 (B.GEN.b)

Harnischfeger, Annegret
Achievement Test Score Decline: Do We Need to Worry?
ED 120 263 (B.GEN.b)
The Marrow of Achievement Test Score Declines
EJ 139 741 (B.GEN.b)

Hawke, Sharryl
The Renaissance in Economic Education. Research/Ideas/Practice.
ED 211 432 (B.GEN.b)

Hazlett, James A.
National Assessment–A Tool for Accountability.
ED 131 345 (B.GEN.c)

Helms, David C., Jr.
A Design to Study the Effectiveness of Well-Implemented Individualized Instruction in Compensatory Reading and Mathematics Programs. Final Report.
ED 117 215 (B.GEN.b)

Henderson, George
National Assessment and Rural Education.
ED 085 127 (B.GEN.c)

Hennings, Dorothy Grant
Literature, Language, and Expression.
ED 124 909 (B.1.WRIT.(2).(d))

Herman, Magdalen
A Statement of Fact: The Size and Type of a Community Bear Upon Educational Results. A Look at National Assessment Results in Eight Learning Areas in the Light of Community Influence: A Special Report to Urban School Districts.
ED 106 399 (A.GEN.c)

Herman, Magdalen, Comp.
Male-Female Achievement in Eight Learning Areas: A Compilation of Selected Assessment Results.
ED 117 133 (A.GEN.c)

Hiebert, James
Units of Measure: Results and Implications from National Assessment.
EJ 241 137 (B.1.MATH.(2).(d))

Higgins, Jon L., Comp.
Assessing Mathematical Achievement.
ED 184 809 (B.GEN.b)

Hill, Shirley A.
National Assessment of Educational Progress.
EJ 226 446 (B.1.MATH.(2).(d))

Hirstein, James J.
The Second National Assessment in Mathematics: Area and Volume.
EJ 257 007 (B.1.MATH.(2).(d))

Hogan, Thomas P.
Relationships Among Measures of Writing Skill.
ED 224 812 (B.GEN.a)

Holmes, Barbara J.
Bias: Psychometric and Social Implications for the National Assessment of Educational Progress.
ED 194 571 (A.GEN.a)
Black Students' Performance in the National Assessments of Science and Mathematics.
ED 201 692 (A.GEN.b)
Energy: Knowledge and Attitudes, A National Assessment of Energy Awareness Among Young Adults.
ED 166 017 (A.SPEC.e.(1).(d))
What Do Young Adults Know About Science? Some Results From Two National Assessments.
ED 184 820 (A.1.SCI.(2).(d))

Holtzman, Wayne H.
The Changing World of Mental Measurement and Its Social Significance.
ED 044 438 (B.GEN.a)

Hulsart, Richard
National Assessment Can Help the Social Studies Teacher
EJ 061 881 (B.1.SOC.(1).(c))
Using National Assessment for Program Evaluation. Two Papers Presented to the National Council for the Social Studies.
ED 135 839 (A.GEN.a)

Hunkins, Francis P.
Validity of Social Studies and Citizenship Exercising–Task 2. Final Report.
ED 100 741 (B.GEN.b)

Hurd, Paul De Hart
Biology Education in Secondary Schools of the United States.
EJ 232 973 (B.GEN.b)

Iona, Mario
Physics Teaching and the National Assessment of Educational Progress
EJ 029 773 (B.1.SCI.(1).(d))

Johnson, Eugene G.
Measures of Scorer Agreement and Patterns of Disagreement.
ED 193 307 (A.GEN.a)
Relating Art Experiences to Art Achievement: A Technical Paper.
ED 156 598 (A.1.ART.(1).(d))

Johnson, George H.
National Assessment: Where Is It Now?
EJ 048 716 (B.GEN.b)

Johnson, George H., Ed.
National Assessment of Educational Progress, Science Objectives for 1972-73 Assessment.
ED 072 976 (A.1.SCI.(2).(b))

Johnson, Randall E.
Minnesota Educational Assessment: Pilot Phase Results. Summary Report.
ED 089 464 (B.GEN.a)

Johnson, Simon S.
How Students Feel About Literature
EJ 093 925 (B.1.LIT.(1).(d))
A Survey of Reading Habits: Theme 4, Literature.
ED 078 366 (A.1.LIT.(1).(d))
Update on Education: A Digest of the National Assessment of Educational Progress.
ED 113 381 (A.GEN.c)

Jones, Lyle V.
Achievement Test Scores in Mathematics and Science.

EJ 249 182 (B.GEN.b)
Recent Trends in Achievement Levels of Black and White Youth.
EJ 262 707 (B.GEN.b)

Jones, Ruth S.
Changes in the Political Orientations of American Youth: 1969-1975.
EJ 205 735 (B.1.CIT.(2).(d))
Democratic Values and Pre-Adult Virtues: Tolerance, Knowledge and Participation.
ED 179 470 (B.1.CIT.(2).(d))
News Media and Politicization: American Youth 1969-1975.
ED 191 759 (B.1.CIT.(2).(d))

Justus, Hope
Focusing On The States
EJ 090 448 (B.GEN.c)

Juzwic, William
Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.
ED 177 329 (B.SPEC.c.(1).(b))

Kahl, Stuart
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.
ED 176 964 (A.1.MATH.(2).(d))
Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.
ED 182 174 (A.1.MATH.(2).(d))

Kalk, John Michael
A Closer Look at School Cutoff Dates and Achievement.
ED 216 050 (A.GEN.b)

National Assessment of Educational Progress. Changes in Science Achievement of Black Students.
ED 127 201 (A.1.SCI.(2).(d))
The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132 (A.1.READ.(3).(d))

Kalsbeek, William D.
No-Show Analysis. Final Report.
ED 206 672 (A.1.SCI.(2).(c))

Katz, Martin R.
The Cross-Sectional Story of Early Career Development as Revealed by the National Assessment of Educational Progress. Revised.
ED 147 490 (B.1.COD.(1).(d))

Kay, Brian
National Assessment of Educational Progress in the United States
EJ 153 122 (B.GEN.c)

Keech, Catharine
Topics for Assessing Writing through Writing Samples. Evaluation of the Bay Area Writing Project. Technical Report.
ED 191 059 (B.1.WRIT.(3).(b))

Keiter, M. Roberta
Application of NAEP Writing Assessment Procedures in Montgomery County, Maryland. Summary.
ED 074 079 (B.1.WRIT.(1).(c))

Kerr, Donald R., Jr.
A Geometry Lesson from National Assessment.
EJ 239 318 (B.1.MATH.(2).(d))

Klausmeier, Herbert J.
A Research Strategy for Educational Improvement.
EJ 258 902 (B.GEN.c)

Klein, Stephen P.
Issues and Procedures in the Development of Criterion Referenced Tests.
ED 083 284 (B.GEN.a)

Knapp, John V.
Writing: Group Results A and B for Objectively-Scored Exercises; 1969-70 Assessment, National Results by Region, Sex, Color, Size and Type of Community, and Parental Education.
ED 077 029 (A.1.WRIT.(1).(d))

Knight, Sarah S.
Relating Art Experiences to Art Achievement: A Technical Paper.
ED 156 598 (A.1.ART.(1).(d))
Sex Differences in Artistic Achievement: A National Study. No. 06-A-51.
ED 193 314 (A.1.ART.(1).(d))
Systematic Judgment of Children's Drawings.
ED 127 240 (A.1.ART.(1).(c))

Kock, Reino
National Assessment of Educational Progress–A Diffusion Study
EJ 000 647 (B.GEN.c)

Kolata, Gina Bari
Math and Sex: Are Girls Born with Less Ability?
EJ 237 494 (B.GEN.b)

Kosecoff, Jacqueline
Issues and Procedures in the Development of Criterion Referenced Tests.
ED 083 284 (B.GEN.a)

Krakow, Jere
NAEP's Implicit Assumptions
EJ 167 859 (B.GEN.b)

Krakow, Jere L.
Which History Is Most Important? Views from Secondary History Teachers.
ED 159 128 (B.GEN.b)

Lacher, S. R.
Mathematics in North Dakota. Summary of Performance for Eleventh Grade Mathematics Assessment, Spring, 1978.
ED 189 185 (B.GEN.b)
Mathematics in North Dakota. Summary of Performance for Fourth and Eighth Grade Mathematics Assessment, Spring, 1979.
ED 189 186 (B.GEN.b)

Langer, Judith A.
Reading, Thinking, Writing . . . and Teaching.
EJ 261 359 (B.GEN.b)

Langer, Philip
Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.
ED 215 034 (B.GEN.b)

Lapointe, Archie
Measuring the Quality of Education: A Report on Assessing Educational Progress.
ED 213 769 (B.GEN.b)

Lapp, Diane
Reading Scores of American Nine Year Olds: NAEP's Tests
EJ 158 671 (B.1.READ.(2).(d))

Lapp, Diane, Ed.
National Assessment of Educational Progress in Reading.
ED 176 226 (B.1.READ.(2).(d))

Larkins, Guy A.
Critique of NAEP Objectives: Citizenship and Social Studies [and] Critique of NAEP Procedures–Task 1. Final Report Parts 1 and 2.
ED 100 740 (B.GEN.b)
NAEP Procedures and Small-Scale Assessment: Applications to Some Local Problems
EJ 096 959 (B.GEN.a)

Larson, Robert C.
Exploring National Assessment Data Using Singular Value Decomposition.
ED 107 720 (A.GEN.a)

Law, Alexander I
Student Achievement in California Schools: 1978-79 Annual Report.
ED 190 653 (B.GEN.b)

Laymon, Pam
Keeping Up
EJ 142 267 (B.GEN.c)

Lehmann, Irvin J.
ECS Assessment Workshop for State Department Personnel. Final Report: Part I. Six-Month Evaluation. Final Report: Part II.
ED 070 140 (A.GEN.a)
1973 Assessment Workshops: Final Report.
ED 107 710 (A.GEN.a)

Lehr, Fran
ERIC/RCS: Developing Critical Reading and Thinking Skills.
EJ 261 390 (B.GEN.b)

Leighty, Richard
Social Studies Strands Goals and End-of-Twelfth-Grade Objectives.
ED 142 494 (B.1.SOC.(2).(b))

Lind, C. George
Digest of Educational Statistics, 1974 Edition.
ED 104 018 (B.GEN.b)
Digest of Education Statistics. 1975 Edition.
ED 123 755 (B.GEN.b)

Lippincott, W. T.
Editorially Speaking. 17-Year-Olds: What They Know and Can Do
EJ 178 284 (B.GEN.b)

Lipsitz, Lawrence, Ed.
The Test Score Decline: Meaning and Issues.
ED 138 643 (B.GEN.b)

Loney, Brian D.
NAEP, Race, Sex and Political Attitudes.
ED 211 395 (B.1.SOC.(1).(d))

Long, Thomas E.
Basic Mathematics Skills and Vocational Education. Information Series No. 199.
ED 186 608 (B.GEN.b)

Lundsteen, Sara W., Ed.
Help for the Teacher of Written Composition (K-9): New Directions in Research.
ED 120 731 (B.GEN.b)

Maier, Eugene

Folk Mathematics.
EJ 241 193 (B.1.MATH.(2).(d))

Marion, L. Marvin
Competency Testing: An Encounter with the Future.
ED 187 758 (B.GEN.c)

Marker, Gerald W.
What Educators Know and Believe about the Energy Situation.
EJ 241 284 (B.GEN.b)

Marriner, Gerald L.
Political Knowledge and Attitudes, 1971-1972. A Special Social Studies Report from the National Assessment of Educational Progress.
ED 091 300 (A.1.SOC.(1).(d).)

Martin, Wayne H.
Citizenship Results from National Assessment.
EJ 232 150 (B.1.CIT.(2).(d))
The National Assessment of Educational Progress.
EJ 210 292 (B.GEN.c)
The National Assessment of Educational Progress, Foreign Language Education, and the Future.
ED 197 607 (B.GEN.c)
The Status of National Assessment in Mathematics
EJ 090 172 (B.1.MATH.(1).(d))
Student Achievement in Rural Schools: A View from the National Assessment Data.
ED 172 980 (A.GEN.b)

Marzano, Robert J.
Basic Skills in Composition: Measurement, Competency Testing, Instructional Technique.
ED 179 954 (B.GEN.b)
Five Empirically Based Composition Skills.
ED 162 337 (B.1.WRIT.(2).(d))

Massey, Don
Objectives for Citizen Education
EJ 170 626 (B.1.CIT.(2).(b))

Mastie, Marjorie M.
How Will National Assessment Change American Education?
EJ 044 149 (B.GEN.c)

Mastie, Marjorie M., Ed.
National Assessment of Educational Progress, Science Objectives for 1972-73 Assessment.
ED 072 976 (A.1.SCI.(2).(b))

Mattson, Judith, Ed.
CAPS Capsule: The National Assessment of Educational Progress, Concept and Organization, Vol. 3, No. 2.
ED 035 783 (B.GEN.c)

Maxwell, John C.
National Assessment of Writing: Useless and Uninteresting?
EJ 089 293 (B.1.WRIT.(1).(c))

McCord, Tom B.
How Can Local School Districts Use NAEP Data.
ED 147 372 (B.GEN.a)

McCuaig, Donald
Administration's Janus: The Two Faces of Educational Evaluation
EJ 068 036 (B.GEN.b)

McGee, Robert T.
Conference on the Teaching of History (North Texas State University, Denton, Texas).
ED 162 950 (B.GEN.b)

McKillip, William D.
Computational Skill in Division: Results and Implications from National Assessment.
EJ 242 908 (B.1.MATH.(2).(d))

Mead, Nancy A.
Assessing Listening Ability: Relationships with Verbal Ability and Racial/Ethnic Bias.
ED 193 678 (A.GEN.b)
Assessing Speaking Skills: Issues of Feasibility, Reliability, Validity and Bias.
ED 197 413 (A.GEN.a)
Contributions of the National Assessment to Understanding the Problems of Literacy. No. 08-FL-50.
ED 192 259 (A.SPEC.f.(1).(c))
Developing Oral Communication Skills: Implications of Theory and Research for Instruction and Training.
ED 193 677 (A.GEN.b)
Issues Related to a National Assessment of Speaking and Listening Skills.
ED 146 656 (A.GEN.a)
Issues Related to Assessing Listening Ability.
ED 155 759 (A.GEN.a)

Mehlinger, Howard
The NAEP Report on Changes in Political Knowledge and Attitudes, 1969-76
EJ 181 501 (B.1.CIT.(2).(d))

Mehrens, William A.
National Assessment in Mathematics
EJ 036 445 (B.1.MATH.(1).(a))
National Assessment of Educational Progress
EJ 021 411 (B.GEN.c)

Mellon, John C.
Guidelines for Describing Three Aspects of Writing: Syntax, Cohesion and Mechanics.
ED 205 572 (A.1.WRIT.(3).(c))
National Assessment and the Teaching of English; Results of the First National Assessment of Educational Progress in Writing, Reading, and Literature–Implications for Teaching and Measurement in the English Language Arts.
ED 112 427 (B.GEN.b)
Sentence-Combining Skills: Results of the Sentence-Combining Exercises in the 1978-79 National Writing Assessment.
ED 210 696 (A.1.WRIT.(3).(d))

Micklos, John, Jr.
A Look at Reading Achievement in the United States: The Latest Data.
EJ 261 383 (B.1.READ.(3).(d))

Miller, Juliet V.
Career Development Needs of Nine-Year Olds: How to Improve Career Development Programs.
ED 147 497 (B.1.COD.(1).(d))

Mishler, Carol
Relationships Among Measures of Writing Skill.
ED 224 812 (B.GEN.a)

Mitchell, Anita M.
Career Development Needs of Seventeen Year Olds: How to Improve Career Development Programs.
ED 147 555 (B.1.COD.(1).(d))

Moellenberg, Wayne P.
National Assessement: Are We Ready?
EJ 002 385 (B.GEN.c)

Moore, Jerry R., Ed.
Criterion-Referenced Testing for the Social Studies. Bulletin 64.
ED 196 784 (B.GEN.b)

Moore, R. Paul
The National Assessment Approach to Sampling.
ED 099 416 (A.GEN.a)

Morgan, James D.
Application of NAEP Writing Assessment Procedures in Montgomery County, Maryland. Summary.
ED 074 079 (B.1.WRIT.(1).(c))

Morrison, Max
Iowa Assessment Report in Mathematics, 1975-76 School Year.
ED 125 894 (B.GEN.a)

Mullis, Ina V. S.

Citizenship/Social Studies Achievement: Trends over Time.
ED 153 906 (A.1.CIT.(2).(d))
Educational Achievement and Sex Discrimination.
ED 115 701 (A.GEN.c)
Effects of Home and School on Learning Mathematics, Political Knowledge and Political Attitudes.
ED 171 518 (A.GEN.b)
From NAEP.....
EJ 096 960 (B.GEN.b)
Guidelines for Describing Three Aspects of Writing: Syntax, Cohesion and Mechanics.
ED 205 572 (A.1.WRIT.(3).(c))
Highlights and Trends from National Assessment: Writing and Change in Writing Skills.
ED 128 814 (A.1.WRIT.(2).(d))
The Primary Trait System for Scoring Writing Tasks.
ED 124 942 (A.1.WRIT.(2).(c))
What Students Know and Can Do: Profiles of Three Age Groups.
ED 135 846 (A.GEN.b)

Munday, Leo A.
Declining Admissions Test Scores.
ED 120 245 (B.GEN.b)

Muratti, Jose E.
Developing Parallel Career and Occupational Development Objectives and Exercise (Test) Items in Spanish for Assessment and Evaluation.
ED 182 320 (B.1.COD.(1).(b))

Mushkin, Selma J.
National Assessment and Social Indicators, January 1973.
ED 082 290 (B.GEN.b)

Neill, Shirley Boes
The Competency Movement: Problems and Solutions. AASA Critical Issues Report.
ED 150 677 (B.GEN.b)

Newkirk, Thomas
How Competent are the Writing Competency Tests?
ED 179 958 (B.GEN.b)
The Mass Testing of Writing: How Well Is It Being Done?

ED 158 310 (B.GEN.b)

Nordberg, Beverly
The Reading-Writing-Thinking Connection.
ED 208 374 (B.1.LIT.(2).(d))

Norris, Eleanor
National Assessment of Educational Progress, Report 1–Science: National Results and Illustrations of Group Comparisons.
ED 055 786 (A.1.SCI.(1).(d))

Norris, Eleanor L.
The National Assessment
EJ 017 015 (B.GEN.c)
National Assessment of Educational Progress. Citizenship: Group Results B. Preliminary Report 9. 1969-70 Assessment. Parental Education, Color, Size and Type of Community.
ED 068 407 (A.1.CIT.(1).(d))
National Assessment of Educational Progress, Mathematics Objectives.
ED 063 140 (A.1.MATH.(1).(b))
National Assessment of Educational Progress. 1969-1970 Writing: Group Results for Sex, Region, and Size of Community (Preliminary Report).
ED 051 246 (A.1.WRIT.(1).(d))
National Assessment of Educational Progress. 1969-1970 Writing: National Results.
ED 051 245 (A.1.WRIT.(1).(d))
National Science Assessment
EJ 009 139 (B.1.SCI.(1).(a))
What We Are Learning from the National Assessment
EJ 040 662 (B.GEN.c)
Writing Objectives.
ED 033 870 (A.1.WRIT.(1).(b))

Norris, Eleanor L., Ed.
Literature Objectives.
ED 041 009 (A.1.LIT.(1).(b))
National Assessment of Educational Progress: Art Objectives.
ED 051 255 (A.1.ART.(1).(b))
National Assessment of Educational Progress. Music Objectives.
ED 063 197 (A.1.MUS.(1).(b))
National Assessment of Educational Progress. Social Studies Objectives.
ED 049 111 (A.1.SOC.(1).(b))
Reading Objectives.
ED 041 010 (A.1.READ.(1).(b))

Oldefendt, Susan J.
Highlights and Trends from National Assessment: Changes in Reading Achievement, 1970-1975.
ED 128 766 (A.SPEC.f.(1).(d))
Scoring Instrumental and Vocal Musical Performances.
ED 129 839 (A.1.MUS.(1).(c))

Olshavsky, Jill Edwards
Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
EJ 219 576 (B.GEN.b)

Olson, Melfried
Computational Competencies of Prospective Elementary Mathematics Teachers
EJ 174 237 (B.1.MATH.(1).(d))

Olson, Paul
Paul Olson Replies
EJ 124 187 (B.GEN.b)
POWER and the National Assessment of Educational Progress
EJ 124 185 (B.GEN.b)
A View of Power: Four Essays on the National Assessment of Educational Progress.
ED 171 743 (B.GEN.b)

Owoc, Paul, Ed.
Reading & Measurement.
ED 159 628 (B.GEN.b)

Pannwitt, Barbara
Putting It in Writing: Some Notes on the Teaching of Composition.
ED 124 946 (B.GEN.b)

Pascarella, Ernest T.
Continuing Motivation in Science for Early and Late Adolescents.
EJ 255 849 (B.1.SCI.(3).(d))

Patrick, John J.
Science and Society in the Education of Citizens.
EJ 241 212 (B.1.SCI.(3).(d))

Peng, Samuel S.
The Essence of Balancing: Adjustment of Group Effects.
ED 104 936 (B.GEN.a)

Petrosky, Anthony R.
The 3rd National Assessment of Reading and Literature Versus Norm- and Criterion-Referenced Testing.
ED 159 599 (B.1.READ.(3).(c))

Phillips, Donald L.
Category Scoring Techniques from National Assessment: Applications to Free Response Items from Career and Occupational Development.
ED 133 350 (A.1.COD.(1).(c))
Mathematics Technical Report: Summary Volume.
ED 186 279 (A.1.MATH.(2).(d))
Stability of Nominal Categories Over Readers, Over Time.
ED 110 494 (A.GEN.a)

Phillips, June K., Ed.
Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education. The ACTFL Foreign Language Education Series.
ED 197 596 (B.GEN.b)

Pipho, Chris
The NAEP Conference on Minimum Competency Testing.
EJ 208 033 (B.GEN.b)

Plisko, Valena White
Test Scores and Attainment Rates.
EJ 251 946 (B.SPEC.c.(1).(b))

Porter, Jane
Research Report
EJ 075 336 (B.1.READ.(1).(d))

Post, Thomas R.
Fractions: Results and Implications from National Assessment.
EJ 246 313 (B.1.MATH.(2).(d))

Pyecha, John N.
Minnesota Educational Assessment: A Comprehensive Planning Study.
ED 084 657 (B.GEN.a)

Quincy, Alpha
Raising Reading Scores: The Right Way and the Wrong Way for Continued Success.
ED 172 159 (B.GEN.b)

Rathmell, Edward C.
Concepts of the Fundamental Operations: Results and Implications from National Assessment.
EJ 237 356 (B.1.MATH.(2).(d))

Reid, Virginia M.
Enjoying the Red Camelias of Children's Literature.
ED 169 559 (B.GEN.b)

Reys, Robert E.
Basic Concepts of Probability–What Do People Know?
EJ 195 195 (B.1.MATH.(2).(d))
Consumer Math: Just How Knowledgeable Are U.S. Young Adults?
EJ 148 046 (B.1.MATH.(1).(d))

Ringling, Dennis F.
A Current Assessment of How Community College Vocational Education Leadership Needs Are Met: Implications for the Future.
ED 200 261 (B.GEN.c)

Rivas, Frank W.
An Assessment of Attitudes Toward Music. National Assessment of Educational Progress.
ED 099 270 (A.1.MUS.(1).(d))
The First Music Assessment: An Overview. National Assessment of Educational Progress Report No. 03-MU-00.
ED 097 275 (A.1.MUS.(1).(d))
A Perspective on the First Music Assessment. National Assessment of Education Progress Report No. 03-MU-02.
ED 097 276 (A.1.MUS.(1).(d))

Roby, Wallace R.
Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.
ED 177 329 (B.SPEC.c.(1).(b))

Rogers, W. Todd
Assessment of Nonresponse Bias in Sample Surveys: An Example from National Assessment
EJ 188 017 (B.GEN.a)
Jackknifing Disattenuated Correlations: National Assessment of Educational Progress.
ED 064 393 (B.GEN.a)
Writing Errors: Implications about Student Writers
EJ 089 338 (B.1.WRIT.(1).(d))

Roller, Beverly
NAEP Reading Assessment.
EJ 227 755 (B.1.READ.(3).(d))

Rowe, Mary Budd
What's Happening in Science–the NAEP.
EJ 193 166 (B.1.SCI.(3).(d))

Rubinstein, Sherry
Connecticut Assessment of Educational Progress Citizenship/Social Studies 1977-78 Technical Report.
ED 173 185 (B.GEN.b)

Ryor, John
Teachers and Achievement Testing.
ED 151 355 (B.GEN.c)

Sauls, Judith M.
Exploring National Assessment Data Using Singular Value Decomposition.
ED 107 720 (A.GEN.a)
National Assessment of Educational Pro-

gress. Changes in Science Achievement of Black Students.
ED 127 201 (A.1.SCI.(2).(d))
National Assessment of Educational Progress. Highlights and Trends from National Assessment: Changes in Science Achievement, 1969-1973.
ED 127 202 (A.1.SCI.(2).(d))

Saylor, Galen
How to Use the Findings from National Assessment
EJ 101 994 (B.GEN.b)

Scott, Dunlap, Jr.
Access to Schools and Nonstudents.
ED 194 601 (A.GEN.a)

Scott, Richard R.
National Comparisons of Racial Attitudes of Segregated and Desegregated Students.
ED 173 457 (B.GEN.b)

Scriven, Michael
Evaluating Social Studies and Citizenship Education.
ED 100 744 (B.GEN.b)

Searls, Donald T.
Change in National Science Achievement: Some Analysis Problems.
ED 157 709 (A.1.SCI.(2).(c))

Shafer, Robert E.
National Assessment: Backgrounds and Projections
EJ 137 938 (B.GEN.a)
National Assessment: Backgrounds and Projections 1975.
ED 108 211 (B.GEN.b)
A National Assessment in English: A Double Edged Sword
EJ 036 455 (B.GEN.b)

Sherman, Susan W.
Multiple Choice Test Bias Uncovered by Use of an "I Don't Know" Alternative.
ED 121 824 (A.GEN.a)

Simon, Kenneth A.
Digest of Educational Statistics, 1972 Edition.
ED 083 677 (B.GEN.b)

Slotnick, Henry B.
Do Thirteen-Year-Olds Write as Well as Seventeen -Year-Olds?
EJ 047 932 (B.1.WRIT.(1).(d))
On the Teaching of Writing: Some Implications from National Assessment
EJ 089 292 (B.1.WRIT.(1).(d))
Writing Errors: Implications about Student Writers
EJ 089 338 (B.1.WRIT.(1).(d))
Writing: Group Results A and B for Objectively-Scored Exercises; 1969-70 Assessment, National Results by Region, Sex, Color, Size and Type of Community, and Parental Education.
ED 077 029 (A.1.WRIT.(1).(d))

Slotnick, Henry B., Comp.
Selected Essays and Letters: A Selection of Papers Collected During the 1969-70 Assessment of Writing. Report 10.
ED 075 822 (A.1.WRIT.(1).(d))

Sorce, Patricia
Connecticut Assessment of Educational Progress Citizenship/Social Studies 1977-78 Technical Report.
ED 173 185 (B.GEN.b)

Spencer, Mary L.
Measures of Non-Academic Functional Literacy in Children. An Evaluation of Available Instruments.
ED 170 351 (B.GEN.b)

Stageberg, Stephen
National Assessment and Social Indicators, January 1973.
ED 082 290 (B.GEN.b)

Stewart, John G., Ed.
DEA News, Number 2, Spring and Summer 1974.
ED 093 762 (B.1.SOC.(1).(a))

Strassenburg, Arnold A.
National Assessment in Science
EJ 116 480 (B.1.SCI.(1).(d))

Talle, Roger
Application of the National Assessment Model to State and Local Assessment Needs
EJ 099 390 (B.GEN.a)

Tankard, James W.
New Study Shows Further Declines in Writing Ability
EJ 162 089 (B.1.WRIT.(2).(d))

Taylor, Bob L.
NAEP's Implicit Assumptions
EJ 167 859 (B.GEN.b)
The National Assessment Model.
ED 088 749 (B.1.CIT.(1).(a))
Potential Uses of the National Assessment Model at the State and Local Levels.
ED 093 906 (B.1.CIT.(1).(d))
Potential Uses of the National Assessment Model at the State and Local Levels–Task 4. Final Report.
ED 100 743 (B.GEN.b)
Some Implications of National Assessment Findings for Curriculum Development in the Social Studies.
ED 090 072 (B.1.SOC.(1).(d))
Use of the Model at the State and Local Levels.
ED 088 750 (B.GEN.a)

Tierney, Robert J.
Reading Scores of American Nine Year Olds: NAEP's Tests
EJ 158 671 (B.1.READ.(2).(d))

Tierney, Robert J., Ed.
National Assessment of Educational Progress in Reading.
ED 176 226 (B.1.READ.(2).(d))

Torgeson, Ronald M.
Mathematics in North Dakota. Summary of Performance for Eleventh Grade Mathematics Assessment, Spring, 1978.
ED 189 185 (B.GEN.b)
Mathematics in North Dakota. Summary of Performance for Fourth and Eighth Grade Mathematics Assessment, Spring, 1979.
ED 189 186 (B.GEN.b)
Reading in North Dakota. A Statewide Assessment of Reading Performance: Grades Four, Eight and Eleven, 1976-77 School Year.
ED 189 187 (B.GEN.a)

Trowbridge, Leslie W.
National Assessment and Science-Teaching
EJ 086 755 (B.1.SCI.(1).(d))

Tukey, John W.
National Assessment Report 4 1969-1970 Science: Group Results for Sex, Region, and Size of Community.
ED 063 101 (A.1.SCI.(1).(d))

Tyler, Ralph W.
The National Assessment of Educational Progress
EJ 095 637 (B.GEN.b)
National Assessment–Some Valuable By-Products for Schools
EJ 005 372 (B.GEN.b)
Some Comments on Power and the NAEP
EJ 124 186 (B.GEN.b)
Why Evaluate Education?
EJ 054 501 (B.GEN.b)

Valdes, Alice L.
A Design to Study the Effectiveness of Well-Implemented Individualized Instruction in Compensatory Reading and Mathematics Programs. Final Report.
ED 117 215 (B.GEN.b)

van Manen, Max
Objectives for Citizen Education
EJ 170 626 (B.1.CIT.(2).(b))

Vandermyn, Gaye
America's Uninformed Electorate
EJ 089 440 (A.1.SOC.(1).(d))
Assessing Students' Political IQ
EJ 100 495 (B.1.SOC.(1).(d))
National Assessment Achievements: Findings, Interpretations and Uses. Report No. 48.
ED 097 348 (A.GEN.b)

Vanek, Eugenia Poporad
The Continued Battle of the Sexes
EJ 136 719 (B.1.SCI.(2).(d))

Venezky, Richard L.
NAEP–Should We Kill the Messenger Who Brings Bad News?
EJ 158 670 (B.1.READ.(2).(d))

Walberg, Herbert J.
Probing a Model of Educational Productivity in Science with National Assessment Samples of Early Adolescents.
EJ 248 026 (B.1.SCI.(3).(d))

Ward, Barbara
Attitudes Toward Science: A Summary of Results from the 1976-77 National Assessment of Science.
ED 177 017 (A.1.SCI.(3).(d))
Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics.
ED 177 011 (A.1.MATH.(2).(d))
Major Informational Needs of National Assessment Audiences and Ways to Enhance the Assessment's Utility in Meeting Those Needs.
ED 194 576 (A.GEN.a)
Mathematical Applications: Selected Results from the Second Assessment of Mathematics.
ED 176 965 (A.1.MATH.(2).(d))
The National Assessment Approach to Objectives and Exercise Development.
ED 194 577 (A.GEN.a)
Procedural Handbook: 1977-78 Mathematics Assessment.
ED 186 280 (A.1.MATH.(2).(c))

Watson, Fletcher G.
National Assessment, Changes in Science

Results
EJ 168 495 (B.1.SCI.(3).(d))
Westbrook, Bert W.
Career Development Needs of Adults: How to Improve Career Development Programs.
ED 147 499 (B.1.COD.(1).(d))
White, Edward M.
The Uneasy Compromise: Bringing Together Testers and Teachers of English.
ED 186 929 (B.GEN.b)
Wiley, David E.
Achievement Test Score Decline: Do We Need to Worry?
ED 120 263 (B.GEN.b)
Improving Policy Development.
EJ 251 728 (B.GEN.b)
The Marrow of Achievement Test Score Declines
EJ 139 741 (B.GEN.b)
Williams, Barbara I.
One More Time: NAEP and Blacks
EJ 096 958 (B.1.CIT.(1).(d))
Williams, Paul L., Ed.
Criterion-Referenced Testing for the Social Studies. Bulletin 64.
ED 196 784 (B.GEN.b)
Williams, Rick L.
NAEP Year 11 Design Efficiency Study. Final Report.
ED 206 709 (A.GEN.a)
Wilson, Brent
National Assessment and the Future of Art Education
EJ 130 364 (B.1.ART.(1).(d))
Wilson, H. A.
Functional Literacy: Basic Reading Performance; A Brief Summary and Highlights of an Assessment of 17-Year-Old Students in 1974 and 1975.
ED 133 704 (A.SPEC.f.(1).(d))
Functional Literacy: Basic Reading Performance. An Assessment of In-School 17-Year-Olds in 1974. Technical Summary.
ED 112 350 (A.SPEC.f.(1).(d))
A Handbook of the Mini-Assessment of Functional Literacy–1974 and 1975; Functional Literacy Basic Reading Performance.
ED 134 951 (A.SPEC.f.(1).(c))
A Humanistic Approach to Criterion Referenced Testing.
ED 081 842 (A.GEN.a)
Statistical/Documentary Report, 1974 and 1975 Assessments of 17-Year-Old Students, Summary Volume; Functional Literacy Basic Reading Performance.
ED 134 954 (A.SPEC.f.(1).(d))
Wilson, James W.
The Status of National Assessment in Mathematics
EJ 090 172 (B.1.MATH.(1).(d))
Wirtz, Willard
Measuring the Quality of Education: A Report on Assessing Educational Progress.
ED 213 769 (B.GEN.b)
Wise, Lauress L.
Supplementary Mathematics Probe Study. Final Report.
ED 222 553 (B.SPEC.h.(1).(d))
Wolfe, Martin S.
Connecticut Assessment of Educational Progress: Mathematics, 1979-80. Summary and Interpretations Report.
ED 205 608 (B.GEN.b)
Womer, Frank B.
ECS Assessment Workshop for State Department Personnel. Final Report: Part I. Six-Month Evaluation. Final Report: Part II.
ED 070 140 (A.GEN.a)
How Will National Assessment Change American Education?
EJ 044 149 (B.GEN.c)
Measurement in Education: National Assessment Says.
ED 051 298 (B.GEN.a)
The National Assessment of Educational Progress.
EJ 210 292 (B.GEN.c)
Reexamination of Multiple-Choice Testing
EJ 023 713 (B.GEN.a)
Research Issues Arising from the National Assessment of Educational Progress.
ED 052 244 (B.GEN.a)
What Is National Assessment?
ED 067 394 (A.GEN.c)
1973 Assessment Workshops: Final Report.
ED 107 710 (A.GEN.a)
Wong, Shirley M.
A Measurement of the Basic Consumer-Related Mathematical Competency of Urban Grade 12 Students. Report No. 78:20.
ED 163 026 (B.1.MATH.(1).(d))
Wood, Elizabeth A.
Alternatives to National Assessment Exercises - A Microproject
EJ 075 580 (B.1.SCI.(1).(c))
Using the Results from the National Assessment of Educational Progress - a Macroproject Pretest for Teachers
EJ 075 579 (B.1.SCI.(1).(d))
Wright, David
National Assessment's Public-Use Data Tapes.
ED 202 867 (A.GEN.a)
Three Assessments of Science, 1969-77: Technical Summary.
ED 168 901 (A.1.SCI.(3).(d))
What Do Young Adults Know About Science? Some Results From Two National Assessments.
ED 184 820 (A.1.SCI.(2).(d))
Wurtz, Beatrice
The Menomonee Falls, Wisconsin Experience.
ED 137 410 (B.1.READ.(2).(c))
Wurtz, Robert E.
The Past is Pertinent
EJ 099 002 (B.1.COD.(1).(c))
Yager, Robert E., Ed.
What Research Says to the Science Teacher, Volume 3. Science Education Information Report.
ED 205 367 (B.GEN.b)
Ziarko, Jon Charles
Assessing Science Education at the Eighth Grade Level in Selected Public Secondary Schools in North Mississippi.
ED 118 351 (B.1.SCI.(1).(c))

Institution Index

American Association of School Administrators, Washington, D.C.
The Competency Movement: Problems and Solutions. AASA Critical Issues Report.
ED 150 677 (B.GEN.b)
National Educational Assessment: Pro and Con.
ED 070 172 (B.GEN.c)

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
Declining Admissions Test Scores.
ED 120 245 (B.GEN.b)

American Council on the Teaching of Foreign Languages, New York, N.Y.
Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education. The ACTFL Foreign Language Education Series.
ED 197 596 (B.GEN.b)

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Supplementary Mathematics Probe Study. Final Report.
ED 222 553 (B.SPEC.h.(1).(d))

American Political Science Association, Washington, D.C.
DEA News, Number 2, Spring and Summer 1974.
ED 093 762 (B.1.SOC.(1).(a))

Bloomington Public Schools, Minn.
Bloomington Writing Assessment 1977; A Report to Students, Public and Teaching Staff.
ED 155 693 (B.GEN.b)
Bloomington Writing Assessment 1977; Student Exercise, Teacher Directions, Scoring.
ED 155 692 (B.GEN.b)

California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.
Student Achievement in California Schools: 1978-79 Annual Report.
ED 190 653 (B.GEN.b)

California Univ., Berkeley. School of Education.
Topics for Assessing Writing through Writing Samples. Evaluation of the Bay Area Writing Project. Technical Report.
ED 191 059 (B.1.WRIT.(3).(b))

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Achievement Test Score Decline: Do We Need to Worry?
ED 120 263 (B.GEN.b)

Central Midwestern Regional Educational Lab., St. Ann, Mo.
Reading & Measurement.
ED 159 628 (B.GEN.b)

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Developing Parallel Career and Occupational Development Objectives and Exercise (Test) Items in Spanish for Assessment and Evaluation.
ED 182 320 (B.1.COD.(1).(b))

Colorado Univ., Boulder. Lab. of Educational Research.
Jackknifing Disattenuated Correlations: National Assessment of Educational Progress.
ED 064 393 (B.GEN.a)

Committee on Assessing the Progress of Education, Ann Arbor, Mich.
Citizenship Objectives.
ED 033 871 (A.1.CIT.(1).(b))
Science Objectives.
ED 033 872 (A.1.SCI.(1).(b))
Writing Objectives.
ED 033 870 (A.1.WRIT.(1).(b))

Comptroller General of the U.S., Washington, D.C.
The National Assessment of Educational Progress: Its Results Need to be Made More Useful. Report to the Congress by the Comptroller General of the United States.
ED 129 897 (B.GEN.b)

Conference Board of the Mathematical Sciences, Washington, D.C. National Advisory Committee on Mathematical Education.
Overview and Analysis of School Mathematics, Grades K-12.
ED 115 512 (B.1.MATH.(1).(d))

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Oversight Hearing on Mathematics Achievement. Hearing Before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session (Washington, DC, October 23, 1979).
ED 182 190 (B.GEN.b)
Oversight Hearing on Reading and Writing Achievement. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session.
ED 209 635 (B.GEN.b)
Oversight Hearing on Reading Programs and Hearing on H. R. 8304 and H. R. 9048; Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 94th Congress, First Session on H. R. 8304 and H. R. 9048, November 13, 1975.
ED 117 688 (B.GEN.b)

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.
Quality of Education, 1977. Hearings before the Subcommittee on Education, Arts and Humanities. Ninety-Fifth Congress, First Session on Examination into the

Quality of Education of our Nation's Students and Means of Improving Competency in Basic Skills at Various Grade Levels.

ED 145 587 (B.GEN.c)

Connecticut State Board of Education, Hartford. Bureau of Research, Planning, and Evaluation.

Connecticut Assessment of Educational Progress: Citizenship/Social Studies, 1977-78. Summary and Interpretations.

ED 162 927 (B.GEN.b)

Connecticut Univ., Storrs. School of Education.

Connecticut Assessment of Educational Progress: Mathematics, 1979-80. Summary and Interpretations Report.

ED 205 608 (B.GEN.b)

Dependents Schools (DOD), Washington, D.C.

DoDDS Language Arts Assessment Results, 1977-78.

ED 184 133 (B.GEN.a)

Drier Educational Systems, Inc., Highland Park, N.J.

Assessment of Reading Growth, Level (Age) 9, and Level (Age) 13: Teachers/Administrators Manual.

ED 177 181 (B.1.READ.(2).(b))

Educational Research Inst. of British Columbia, Vancouver.

A Measurement of the Basic Consumer-Related Mathematical Competency of Urban Grade 12 Students. Report No. 78:20.

ED 163 026 (B.1.MATH.(1).(d))

Educational Testing Service, Princeton, N.J.

Proceedings of the 1970 Invitational Conference on Testing Problems.

ED 052 264 (B.GEN.c)

Student Involvement in Test Development.

ED 069 699 (B.GEN.a)

Education Commission of the States, Denver, Colo.

Assessing Speaking Skills: Issues of Feasibility, Reliability, Validity and Bias.

ED 197 413 (A.GEN.a)

Consumer Skills Items. A Collection of Consumer Skills Items for State and Local Education Agencies to Draw upon in Custom-Building Their Own Consumer Skills Instruments.

ED 163 182 (A.SPEC.d.(1).(b))

ECS Assessment Workshop for State Department Personnel. Final Report: Part I. Six-Month Evaluation. Final Report: Part II.

ED 070 140 (A.GEN.a)

Guide to an Assessment of Consumer Skills.

ED 163 181 (A.SPEC.d.(1).(c))

The Information Society: Are High School Graduates Ready?

ED 223 812 (A.GEN.b)

National Assessment Achievements: Findings, Interpretations and Uses. Report No. 48.

ED 097 348 (A.GEN.b)

National Assessment Measuring American Education.

ED 068 513 (A.GEN.c)

National Assessment of Educational Progress. Citizenship: Group Results B. Preliminary Report 9. 1969-70 Assessment. Parental Education, Color, Size and Type of Community.

ED 068 407 (A.1.CIT.(1).(d))

National Assessment of Educational Progress. Citizenship: National Results. Report 2.

ED 049 113 (A.1.CIT.(1).(d))

National Assessment of Educational Progress. General Information Yearbook.

ED 102 235 (A.GEN.a)

National Assessment of Educational Progress, Mathematics Objectives.

ED 063 140 (A.1.MATH.(1).(b))

National Assessment of Educational Progress. Music Objectives.

ED 063 197 (A.1.MUS.(1).(b))

National Assessment of Educational Progress. Objectives for Career and Occupational Development.

ED 059 119 (A.1.COD.(1).(b))

National Assessment of Educational Progress. Social Studies Objectives.

ED 049 111 (A.1.SOC.(1).(b))

National Assessment of Educational Progress. Summary of Report 1. Science: National Results. July, 1970.

ED 043 099 (A.1.SCI.(1).(d))

National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results-Partial. July, 1970.

ED 043 098 (A.1.CIT.(1).(d))

National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results-Partial. Observations and Commentary of a Panel of Reviewers.

ED 049 112 (A.1.CIT.(1).(d))

National Assessment of Educational Progress. 1969-70 Citizenship: Group Results for Sex, Region, and Size of Community. National Assessment Report 6.

ED 063 196 (A.1.CIT.(1).(d))

National Assessment Report 4 1969-1970 Science: Group Results for Sex, Region, and Size of Community.

ED 063 101 (A.1.SCI.(1).(d))

Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.

ED 143 829 (A.1.COD.(2).(b))

Reading: Summary. National Assessment of Educational Progress. A Project of the Education Commission of the States. Report 02-R-00.

ED 067 654 (A.1.READ.(1).(d))

School and the 17-Year-Old: A Comparison of Career Development Skills of 17-Year-Olds Attending School and Those Not Attending.

ED 155 328 (A.1.COD.(1).(d))

Student Writing, 1980: A Description of the Writing Abilities of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.

ED 198 155 (B.GEN.a)

Teenage Consumers: A Profile. Results of the 1978 National Assessment of Consumer Skills and Attitudes.

ED 174 801 (A.SPEC.d.(1).(d))

A Woman's Place.

ED 155 330 (A.1.WRIT.(2).(d))

Writing Mechanics, 1979. A Description of the Writing Abilities Assessment of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.

ED 190 672 (A.1.WRIT.(3).(b))

Writing: National Results-Writing Mechanics.

ED 062 325 (A.1.WRIT.(1).(d))

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Access to Schools and Nonstudents.

ED 194 601 (A.GEN.a)

Achievement and Participation of Women in Mathematics: An Overview. Report of a Two-Year Study.

ED 184 878 (A.GEN.b)

Achievement and the Three R's: A Synopsis of National Assessment Findings in Reading, Writing and Mathematics.

ED 223 658 (A.GEN.b)

Adult Readers: Will They Need Basics Too?

ED 182 690 (A.SPEC.a.(1).(d))

Adult Work Skills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development.

ED 130 079 (A.1.COD.(1).(d))

Analysis of Supplemental Background Questions on Homework and TV.

ED 159 055 (A.GEN.b)

The Annual Conference on Large-Scale Assessment: Formal Papers and Selected Bibliography (Sixth, Boulder, Colorado, June 14-17, 1976).

ED 135 838 (A.GEN.a)

Art and Young Americans, 1974-79: Results from the Second National Art Assessment.

ED 212 538 (A.1.ART.(2).(d))

Art Technical Report: Summary Volume. Selected Results from the First National Assessment of Art.

ED 155 125 (A.1.ART.(1).(d))

Assessing Listening Ability: Relationships with Verbal Ability and Racial/Ethnic Bias.

ED 193 678 (A.GEN.b)

Assessment As Exploratory Research: A Theoretical Overview.

ED 160 646 (A.GEN.a)

An Assessment of Attitudes Toward Music. National Assessment of Educational Progress.

ED 099 270 (A.1.MUS.(1).(d))

An Assessment of Career Development: Basic Work Skills. Career and Occupational Development Report No. 05-COD-02.

ED 135 987 (A.1.COD.(1).(d))

Attitudes toward Art. Selected Results from the First National Assessment of Art.

ED 166 122 (A.1.ART.(1).(d))

Attitudes Toward Science: A Summary of Results from the 1976-77 National Assessment of Science.

ED 177 017 (A.1.SCI.(3).(d))

Basic Life Skills: Results Manual. Package Nos. 12 through 17.

ED 167 602 (A.SPEC.c.(1).(d))

Basic Life Skills. Technical Report. Report No. 08-BLS-21.

ED 177 170 (A.SPEC.c.(1).(c))

Bias: Psychometric and Social Implications for the National Assessment of Educational Progress.

ED 194 571 (A.GEN.a)

Black Students' Performance in the National Assessments of Science and Mathematics.

ED 201 692 (A.GEN.b)

Career and Occupational Development Items.

ED 145 201 (A.1.COD.(1).(b))

Career and Occupational Development Kit. Instruction Manual.

ED 145 199 (A.1.COD.(1).(c))

Career and Occupational Development Technical Report: Summary Volume. Career and Occupational Development Report No. 05-COD-21.

ED 176 019 (A.1.COD.(1).(d))

Category Scoring Techniques from National Assessment: Applications to Free Response Items from Career and Occupational Development.

ED 133 350 (A.1.COD.(1).(c))

Change in National Science Achievement: Some Analysis Problems.

ED 157 709 (A.1.SCI.(2).(c))

Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics.

ED 177 011 (A.1.MATH.(2).(d))

Changes in Political Knowledge and Attitudes, 1969-76. Selected Results from the Second National Assessments of Citizenship and Social Studies.

ED 166 123 (A.1.CIT.(2).(d))

Changes in Social Studies Performance, 1972-76. Selected Results from the Second Assessment of Social Studies.

ED 161 791 (A.1.SOC.(2).(d))

Citizenship and Social Studies Objectives: 1981-82 Assessment.

ED 186 330 (A.1.CIT.(3).(b))

Citizenship: An Overview, 1975-76. Selected Results from the Second Assessment of Citizenship. Report No. 07-C-00.

ED 162 957 (A.1.SOC.(2).(d))

Citizenship/Social Studies Achievement: Trends over Time.

ED 153 906 (A.1.CIT.(2).(d))

A Closer Look at School Cutoff Dates and Achievement.

ED 216 050 (A.GEN.b)

Consumer Math: Selected Results from the First National Assessment of Mathematics.

ED 111 696 (A.1.MATH.(1).(d))

Consumer Skills: Results Manual.

ED 197 137 (A.SPEC.d.(1).(d))

Contemporary Social Issues. National Assessment of Educational Progress: Social Studies. Report No. 03-SS-02.

ED 097 271 (A.1.SOC.(1).(d))

Contributions of the National Assessment to Understanding the Problems of Literacy and Equity.

ED 192 294 (A.GEN.a)

Contributions of the National Assessment to Understanding the Problems of Literacy. No. 08-FL-50.

ED 192 259 (A.SPEC.f.(1).(c))

Critical Reading: Theme 8, Reading.

ED 078 387 (A.1.READ.(1).(d))

Data Base Management Needs of National Assessment and Ways to Meet Those Needs.

ED 196 430 (A.GEN.a)

Design and Drawing Skills. Selected Results from the First National Assessment of Art, June 1977.

ED 141 249 (A.1.ART.(1).(d))

Developing Oral Communication Skills: Implications of Theory and Research for Instruction and Training.

ED 193 677 (A.GEN.b)

Drawing Inferences: Theme 7, Reading.

ED 083 533 (A.1.READ.(1).(d))

Educational Achievement and Sex Discrimination.

ED 115 701 (A.GEN.c)

Education for Citizenship: A Bicentennial Survey. Citizenship/Social Studies Report.

ED 135 705 (A.1.CIT.(2).(d))

Education for Citizenship: A Bicentennial Survey. Results Manual for Replicating the Citizenship Survey.

ED 171 609 (A.1.CIT.(2).(d))

Education for Citizenship: A Bicentennial Survey. User Manual for Replicating the Citizenship Survey.

ED 132 079 (A.1.CIT.(2).(c))

Effects of Home and School on Learning Mathematics, Political Knowledge and Political Attitudes.

ED 171 518 (A.GEN.b)

Energy: Knowledge and Attitudes, A National Assessment of Energy Awareness Among Young Adults.

ED 166 017 (A.SPEC.e.(1).(d))

Explanatory and Persuasive Letter Writing: Selected Results from the Second National Assessment of Writing.

ED 135 006 (A.1.WRIT.(2).(d))

Exploring National Assessment Data through Secondary Analysis.

ED 223 679 (A.GEN.b)

Exploring National Assessment Data Using Singular Value Decomposition.

ED 107 720 (A.GEN.a)

Expressive Writing: Selected Results From the Second National Assessment of Writing.

ED 130 312 (A.1.WRIT.(2).(d))

The First Assessment of Career and Occupational Development: Released Exercises (1973-74). No. 05-C02-25.

ED 192 079 (A.1.COD.(1).(b))

The First Assessment of Reading, 1970-71 Assessment. Released Exercise Set. No. 02-R-25.

ED 191 017 (A.1.READ.(1).(b))

The First Music Assessment: An Overview. National Assessment of Educational Progress Report No. 03-MU-00.

ED 097 275 (A.1.MUS.(1).(d))

The First National Assessment of Career and Occupational Development: An Overview. Career and Occupational Development Report No. 05-COD-00.

ED 137 604 (A.1.COD.(1).(d))

The First National Assessment of Musical Performance, Report 03-MU-01.

ED 155 126 (A.1.MUS.(1).(d))

The First Social Studies Assessment: An Overview. National Assessment of Educational Progress. Report No. 03-SS-00.

ED 095 060 (A.1.SOC.(1).(d))

Functional Literacy: Basic Reading Performance; A Brief Summary and Highlights of an Assessment of 17-Year-Old Students in 1974 and 1975.

ED 133 704 (A.SPEC.f.(1).(d))

Functional Literacy–Basic Reading Performance; An Assessment of In-School 17-Year-Olds in 1974. Press Summary.

ED 112 389 (A.SPEC.f.(1).(d))

Functional Literacy: Basic Reading Performance. An Assessment of In-School 17-Year-Olds in 1974. Technical Summary.

ED 112 350 (A.SPEC.f.(1).(d))

Gleaning Significant Facts from Passages: Theme 5, Reading.

ED 078 360 (A.1.READ.(1).(d))

Graphic Materials: Theme 2, Reading.

ED 078 384 (A.1.READ.(1).(d))

Guide for an Assessment of Basic Life Skills.

ED 139 819 (A.SPEC.c.(1).(b))

Guidelines for Describing Three Aspects of Writing: Syntax, Cohesion and Mechanics.

ED 205 572 (A.1.WRIT.(3).(c))

A Handbook of the Mini-Assessment of Functional Literacy–1974 and 1975; Functional Literacy Basic Reading Performance.

ED 134 951 (A.SPEC.f.(1).(c))

Has Title I Improved Education for Disadvantaged Students? Evidence from Three National Assessments of Reading.

ED 201 995 (A.1.READ.(3).(d))

Highlights and Trends from National Assessment: Changes in Reading Achievement, 1970-1975.

ED 128 766 (A.SPEC.f.(1).(d))

Highlights and Trends from National Assessment: Writing and Change in Writing Skills.

ED 128 814 (A.1.WRIT.(2).(d))

Highlights of the First National Assessment of Literature.

ED 072 461 (A.1.LIT.(1).(d))

Hispanic Student Achievement in Five Learning Areas: 1971-75. National Assessment of Educational Progress Report No. BR-2, May 1977.

ED 138 414 (A.GEN.b)

How Have You Used National Assessment Materials? . . . Responses from Six Educators.

ED 222 550 (A.GEN.b)

A Humanistic Approach to Criterion Referenced Testing.

ED 081 842 (A.GEN.a)

Issues in the Analysis and Analysis of Change of National Assessment Data.

ED 194 605 (A.GEN.a)

Keys to Research, Utilization and Adoption. A Study Conducted with a Grant from The Ford Foundation Focusing on Selected Aspects of Agriculture, Economics and Health.

ED 154 200 (A.GEN.a)

Knowledge about Art. Selected Results from the First National Assessment of Art.

ED 151 270 (A.1.ART.(1).(d))

Literature Objectives; Second Assessment.

ED 113 737 (A.1.LIT.(2).(b))

Literature: Released Exercises.

ED 077 019 (A.1.LIT.(1).(b))

Literature: Summary Data.

ED 079 685 (A.1.LIT.(1).(d))

Main Ideas and Organization: Theme 6, Reading.

ED 079 688 (A.1.READ.(1).(d))

Major Informational Needs of National Assessment Audiences and Ways to Enhance the Assessment's Utility in Meeting Those Needs.
ED 194 576 (A.GEN.a)

Male-Female Achievement in Eight Learning Areas: A Compilation of Selected Assessment Results.
ED 117 133 (A.GEN.c)

Mathematical Applications: Selected Results from the Second Assessment of Mathematics.
ED 176 965 (A.1.MATH.(2).(d))

Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.
ED 176 964 (A.1.MATH.(2).(d))

Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.
ED 182 174 (A.1.MATH.(2).(d))

Mathematics Objectives: Second Assessment.
ED 156 439 (A.1.MATH.(2).(b))

Mathematics Objectives, 1981-82 Assessment.
ED 211 352 (A.1.MATH.(3).(b))

Mathematics Technical Report: Exercise Volume. National Assessment of Educational Progress. Report No. 04-MA-20.
ED 138 468 (A.1.MATH.(1).(b))

Mathematics Technical Report: Summary Volume.
ED 186 279 (A.1.MATH.(2).(d))

Mathematics Technical Report: Summary Volume. National Assessment of Educational Progress.
ED 129 636 (A.1.MATH.(1).(d))

Math Fundamentals: Selected Results from the First National Assessment of Mathematics.
ED 102 029 (A.1.MATH.(1).(d))

Math Resource Items for Minimal Competency Testing. A Collection of Math Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
ED 173 395 (A.SPEC.h.(1).(b))

Music Objectives: Second Assessment.
ED 183 434 (A.1.MUS.(2).(b))

Music Technical Report: Exercise Volume. Music Report No. 03-MU-20.
ED 120 086 (A.1.MUS.(1).(b))

Music Technical Report: Summary Volume. Music Report No. 03-MU-21.
ED 114 348 (A.1.MUS.(1).(d))

Music 1971-79: Results From the Second National Music Assessment.
ED 210 226 (A.1.MUS.(2).(d))

National Assessment and Social Studies Education: A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies.
ED 111 748 (A.1.SOC.(1).(d))

The National Assessment Approach to Objectives and Exercise Development.
ED 194 577 (A.GEN.a)

The National Assessment Approach to Sampling.
ED 099 416 (A.GEN.a)

National Assessment Findings and Educational Policy Questions.
ED 224 839 (A.GEN.b)

A National Assessment of Achievement and Participation of Women in Mathematics. Final Report.
ED 187 562 (A.GEN.b)

National Assessment of Educational Progress. Career and Occupational Development Technical Report: Exercise Volume.
ED 141 582 (A.1.COD.(1).(b))

National Assessment of Educational Progress. Changes in Science Achievement of Black Students.
ED 127 201 (A.1.SCI.(2).(d))

National Assessment of Educational Progress. Changes in Science Performance, 1969-1973: Exercise Volume.
ED 127 199 (A.1.SCI.(2).(b))

National Assessment of Educational Progress. Changes in Science Performance, 1969-73: Exercise Volume. Appendix - Volume II.
ED 139 666 (A.1.SCI.(2).(d))

National Assessment of Educational Progress. Citizenship Objectives for 1974-75 Assessment.
ED 074 010 (A.1.CIT.(2).(b))

National Assessment of Educational Progress. Highlights and Trends from National Assessment: Changes in Science Achievement, 1969-1973.
ED 127 202 (A.1.SCI.(2).(d))

National Assessment of Educational Progress. Newsletter, Volume 5, Number 7.
ED 073 007 (A.GEN.c)

National Assessment of Educational Progress Newsletter. Volume 6, Number 9.
ED 085 332 (A.1.SOC.(1).(d))

National Assessment of Educational Progress, Released Science Exercises, 1972-73.
ED 193 040 (A.1.SCI.(2).(b))

National Assessment of Educational Progress, Report 7, Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex.
ED 081 638 (A.1.SCI.(1).(d))

National Assessment of Educational Progress, Science Objectives for 1972-73 Assessment.
ED 072 976 (A.1.SCI.(2).(b))

National Assessment of Educational Progress. Science Technical Report: Summary Volume.
ED 141 135 (A.1.SCI.(2).(d))

National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Attitude Questions.
ED 127 200 (A.1.SCI.(2).(d))

National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Energy Questions.
ED 127 203 (A.1.SCI.(2).(d))

National Assessment of Educational Progress. The First National Assessment of Mathematics: An Overview.
ED 127 198 (A.1.MATH.(1).(d))

A National Assessment of Performance and Participation of Women in Mathematics. Annual Report.
ED 176 961 (A.GEN.b)

National Assessment's Consumer Skills Assessments.
ED 155 116 (A.SPEC.d.(1).(c))

National Assessments of Science, 1969 and 1973: A Capsule Description of Changes in Science Achievement. National Assessment of Educational Progress.
ED 104 723 (A.1.SCI.(2).(d))

Performance of Hispanic Students in Two National Assessments of Reading.
ED 217 397 (A.1.READ.(3).(d))

A Perspective on the First Music Assessment. National Assessment of Education Progress Report No. 03-MU-02.
ED 097 276 (A.1.MUS.(1).(d))

Political Knowledge and Attitudes, 1971-1972. A Special Social Studies Report from the National Assessment of Educational Progress.
ED 091 300 (A.1.SOC.(1).(d).)

The Primary Trait System for Scoring Writing Tasks.
ED 124 942 (A.1.WRIT.(2).(c))

Printing and Scoring Activities, Final Report, Year 11, National Assessment of Educational Progress.
ED 210 299 (A.GEN.a)

Procedural Handbook: 1977-78 Mathematics Assessment.
ED 186 280 (A.1.MATH.(2).(c))

Procedural Handbook: 1978-79 Art Assessment.
ED 211 427 (A.1.ART.(2).(c))

Procedural Handbook, 1978-79 Music Assessment.
ED 211 413 (A.1.MUS.(2).(c))

Procedural Handbook: 1978-79 Writing Assessment.
ED 199 263 (A.1.WRIT.(3).(c))

Procedural Handbook: 1979-80 Reading and Literature Assessment.
ED 210 300 (A.1.READ.(3).(c))

Reading and Literature: General Information Yearbook.
ED 072 421 (A.GEN.a)

Reading and Literature Objectives, 1979-80 Assessment. No. 11-RL-10.
ED 185 503 (A.1.READ.(3).(b))

Reading and Mathematics Achievement in Public and Private Schools: Is There a Difference?
ED 206 682 (A.GEN.b)

Reading Change, 1970-75: Summary Volume. Reading Report No. 06-R-21.
ED 153 196 (A.1.READ.(2).(d))

Reading Comprehension of American Youth: Do They Understand What They Read? Results from the 1979-80 National Assessment of Reading and Literature.
ED 217 396 (A.1.READ.(3).(d))

Reading in America: A Perspective on Two Assessments.
ED 128 785 (A.1.READ.(2).(d))

Reading/Literature Released Exercise Set, 1979-80 Assessment.
ED 205 588 (A.1.READ.(3).(b))

Reading/Literature Released Exercise Set, 1979-80 Assessment. Supplement.
ED 205 589 (A.1.READ.(3).(b))

Reading Objectives; Second Assessment.
ED 089 238 (A.1.READ.(2).(b))

Reading Rate and Comprehension: 1970-71 Assessment.
ED 076 934 (A.1.READ.(1).(d))

Reading: Released Exercises.

ED 079 684 (A.1.READ.(1).(b))
Reading Resource Items for Minimal Competency Testing. A Collection of Reading Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
ED 173 394 (A.SPEC.a.(1).(b))
Reading: Summary Data.
ED 094 359 (A.1.READ.(1).(d))
Reading, Thinking and Writing: Results from the 1979-80 National Assessment of Reading and Literature.
ED 209 641 (A.1.LIT.(2).(d))
Recipes, Wrappers, Reasoning and Rate; A Digest of the First Reading Assessment.
ED 092 869 (A.1.READ.(1).(d))
Recognizing Literary Works and Characters: Theme 3, Literature.
ED 078 425 (A.1.LIT.(1).(d))
Reference Materials: Theme 4, Reading.
ED 079 687 (A.1.READ.(1).(d))
Relating Art Experiences to Art Achievement: A Technical Paper.
ED 156 598 (A.1.ART.(1).(d))
The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132 (A.1.READ.(3).(d))
The Relationship Between Youth Employment Experience and Performance on an Assessment of Career and Occupational Items.
ED 219 388 (A.SPEC.i.(1).(d))
Relationships Among Measures of Writing Skill.
ED 224 812 (B.GEN.a)
Released Social Studies Exercises (1971-72).
ED 194 431 (A.1.SCI.(1).(b))
Responding to Literature: Theme 2, Literature.
ED 077 020 (A.1.LIT.(1).(d))
Science Achievement in the Schools: A Summary of Results from the 1976-77 National Assessment of Science.
ED 164 337 (A.1.SCI.(3).(d))
Science Achievement: Racial and Regional Trends, 1969-1973.
ED 127 143 (A.1.SCI.(2).(d))
Science Objectives for the Third Assessment.
ED 179 402 (A.1.SCI.(3).(b))
Scoring Guides and National Percentages of Response.
ED 145 200 (A.1.COD.(1).(b))
Scoring Instrumental and Vocal Musical Performances.
ED 129 839 (A.1.MUS.(1).(c))
The Second Assessment of Art, 1978-79. Released Exercise Set.
ED 186 331 (A.1.ART.(2).(b))
The Second Assessment of Art, 1978-79, Released Exercise Set, Supplement.
ED 214 828 (A.1.ART.(2).(b))
The Second Assessment of Mathematics, 1977-78, Released Exercise Set.
ED 187 543 (A.1.MATH.(2).(b))
The Second Assessment of Music, 1978-79. Released Exercise Set.
ED 194 399 (A.1.MUS.(2).(b))
The Second National Assessment of Writing: New and Reassessed Exercises with Technical Information and Data.
ED 155 728 (A.1.WRIT.(2).(b))
Selected Essays and Letters: A Selection of Papers Collected During the 1969-70 Assessment of Writing. Report 10.
ED 075 822 (A.1.WRIT.(1).(d))
Selected Results from the National Assessments of Science: Scientific Principles and Procedures.
ED 111 693 (A.1.SCI.(2).(d))
Selected Supplemental Mathematics Exercises. National Assessment of Educational Progress.
ED 183 388 (A.SPEC.h.(1).(b))
Sentence-Combining Skills: Results of the Sentence-Combining Exercises in the 1978-79 National Writing Assessment.
ED 210 696 (A.1.WRIT.(3).(d))
Sex Differences in Artistic Achievement: A National Study. No. 06-A-51.
ED 193 314 (A.1.ART.(1).(d))
Social Studies Objectives, Second Assessment. National Assessment of Educational Progress.
ED 097 288 (A.1.SOC.(2).(b))
Social Studies Technical Report: Exercise Volume.
ED 118 481 (A.1.SOC.(1).(b))
Social Studies Technical Report: Summary Volume. Report No. 03-SS-21.
ED 117 019 (A.1.SOC.(1).(d))
Stability of Nominal Categories Over Readers, Over Time.
ED 110 494 (A.GEN.a)
Standards and National Assessment: Synthesis of Seven Educators' Responses to Questions on the National Assessment's Role Relative to Higher Standards in Education.
ED 226 062 (A.GEN.b)
A Statement of Fact: The Size and Type of a Community Bear Upon Educational Results. A Look at National Assessment Results in Eight Learning Areas in the Light of Community Influence: A Special Report to Urban School Districts.
ED 106 399 (A.GEN.c)
Statistical/Documentary Report, 1974 and 1975 Assessments of 17-Year-Old Students, Summary Volume; Functional Literacy Basic Reading Performance.
ED 134 954 (A.SPEC.f.(1).(d))
Students From Homes in Which English Is Not the Dominant Language: Who Are They and How Well Do They Read?
ED 224 296 (A.1.READ.(3).(d))
Summaries and Technical Documentation for Performance Changes in Citizenship and Social Studies Assessments, 1969-76.
ED 168 922 (A.1.CIT.(2).(d))
Supplementary Mathematics Probe Study. Final Report.
ED 222 553 (B.SPEC.h.(1).(d))
A Survey of Reading Habits: Theme 4, Literature.
ED 078 366 (A.1.LIT.(1).(d))
Systematic Judgment of Children's Drawings.
ED 127 240 (A.1.ART.(1).(c))
Technical Information and Data from the 1977 Young Adult Assessment of Health, Energy and Reading; Released Exercises, National and Group Results.
ED 193 260 (A.GEN.b)
The Third Assessment of Science, 1976-77. Released Exercise Set.
ED 161 686 (A.1.SCI.(3).(b))
The Third Assessment of Writing, 1978-79 Released Exercise Set.
ED 205 583 (A.1.WRIT.(3).(b))
Three Assessments of Science, 1969-77: Technical Summary.
ED 168 901 (A.1.SCI.(3).(d))
Three National Assessments of Reading: Changes in Performance, 1970-80.
ED 200 898 (A.1.READ.(3).(d))
Three National Assessments of Science: Changes in Achievement, 1969-77. Selected Results from the Third National Assessment of Science.
ED 159 026 (A.1.SCI.(3).(d))
Understanding Imaginative Language: Theme 1 of the National Assessment of Literature.
ED 077 002 (A.1.LIT.(1).(d))
Understanding Words and Word Relationships: Theme 1 of the National Assessment of Reading.
ED 077 021 (A.1.READ.(1).(d))
Update on Education: A Digest of the National Assessment of Educational Progress.
ED 113 381 (A.GEN.c)
Using National Assessment for Program Evaluation. Two Papers Presented to the National Council for the Social Studies.
ED 135 839 (A.GEN.a)
What Do Young Adults Know About Science? Some Results From Two National Assessments.
ED 184 820 (A.1.SCI.(2).(d))
What Students Know and Can Do: Profiles of Three Age Groups.
ED 135 846 (A.GEN.b)
When I Grow Up, What Will I Be?
ED 145 202 (A.1.COD.(1).(d))
Write/Rewrite: An Assessment of Revision Skills; Selected Results from the Second National Assessment of Writing.
ED 141 826 (A.1.WRIT.(2).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume III-9-Year-Olds.
ED 196 044 (A.1.WRIT.(3).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume II-13-Year-Olds.
ED 196 043 (A.1.WRIT.(3).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume I-17-Year-Olds.
ED 196 042 (A.1.WRIT.(3).(d))
Writing: Group Results A and B for Objectively-Scored Exercises; 1969-70 Assessment, National Results by Region, Sex, Color, Size and Type of Community, and Parental Education.
ED 077 029 (A.1.WRIT.(1).(d))
Writing Mechanics, 1969-1974: A Capsule Description of Changes in Writing Mechanics.
ED 113 736 (A.1.WRIT.(2).(d))
Writing Objectives for 1973-74 Assessment.
ED 072 460 (A.1.WRIT.(2).(b))

Writing Objectives, 1983-84 Assessment.
ED 222 904 (A.1.WRIT.(4).(b))
Written Directions: Theme 3, Reading.
ED 083 572 (A.1.READ.(1).(d))

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
What Research Says to the Science Teacher, Volume 3. Science Education Information Report.
ED 205 367 (B.GEN.b)

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
CAPS Capsule: The National Assessment of Educational Progress, Concept and Organization, Vol. 3, No. 2.
ED 035 783 (B.GEN.c)

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Help for the Teacher of Written Composition (K-9): New Directions in Research.
ED 120 731 (B.GEN.b)

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Issues and Procedures in the Development of Criterion Referenced Tests.
ED 083 284 (B.GEN.a)

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Assessing Mathematical Achievement.
ED 184 809 (B.GEN.b)

Florida State Dept. of Education, Tallahassee. Student Assessment Section.
An Analysis of the Results of the Florida Educational Assessment Using the NAEP Model. Reading and Mathematics, 1974-75.
ED 137 412 (B.GEN.a)

Florida Univ., Gainesville. P. K. Yonge Lab. School.
A Plan for a Mathematics Curriculum with a Focus on Problem Solving for Elementary Grades K-5.
ED 210 180 (B.GEN.b)

Georgetown Univ., Washington, D.C. Public Services Lab.
National Assessment and Social Indicators, January 1973.
ED 082 290 (B.GEN.b)

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.
Graduation: 1976.
ED 136 627 (B.GEN.c)

International Reading Association, Newark, Del.
National Assessment of Educational Progress in Reading.
ED 176 226 (B.1.READ.(2).(d))

Iowa State Dept. of Public Instruction, Des Moines. Div. of Planning, Research, and Evaluation.
Iowa Assessment Report in Mathematics, 1975-76 School Year.
ED 125 894 (B.GEN.a)

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation.
ED 159 456 (B.1.COD.(1).(d))

Kansas State Dept. of Education, Topeka. Curriculum Section.
Social Studies Strands Goals and End-of-Twelfth-Grade Objectives.
ED 142 494 (B.1.SOC.(2).(b))

Louisiana State Dept. of Education, Baton Rouge.
Social Studies Highlights Report, 1974-75. Bulletin 1459.
ED 141 214 (B.GEN.a)

Maine State Dept. of Educational and Cultural Services, Augusta.
Maine Assessment of Educational Progress, Report 2. Results Report 1: Citizenship and Writing, 1972.
ED 080 598 (B.GEN.a)

Menomonee Falls Public Schools, Wis.
The Menomonee Falls, Wisconsin Experience.
ED 137 410 (B.1.READ.(2).(c))

Minnesota State Dept. of Education, St. Paul. Div. of Planning and Development.
Minnesota Educational Assessment: Pilot Phase Results. Summary Report.
ED 089 464 (B.GEN.a)

Minnesota Univ., Minneapolis. Center for Social Research.
Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.
ED 199 299 (B.GEN.a)

Montgomery County Public Schools, Rockville, Md.
Application of NAEP Writing Assessment Procedures in Montgomery County, Maryland. Summary.
ED 074 079 (B.1.WRIT.(1).(c))

National Advisory Council for Career Education, Washington, D.C.
Career Development Needs of Adults: How to Improve Career Development Programs.
ED 147 499 (B.1.COD.(1).(d))
Career Development Needs of Nine-Year Olds: How to Improve Career Development Programs.
ED 147 497 (B.1.COD.(1).(d))
Career Development Needs of Seventeen Year Olds: How to Improve Career Development Programs.
ED 147 555 (B.1.COD.(1).(d))
Career Development Needs of Thirteen-Year Olds: How to Improve Career Development Programs.
ED 147 498 (B.1.COD.(1).(d))
The Cross-Sectional Story of Early Career Development as Revealed by the National Assessment of Educational Progress. Revised.
ED 147 490 (B.1.COD.(1).(d))

National Assessment of Educational Progress, Ann Arbor, Mich.
Literature Objectives.
ED 041 009 (A.1.LIT.(1).(b))
The National Assessment Approach to Exercise Development.
ED 067 402 (A.GEN.a)
National Assessment of Educational Progress: Art Objectives.
ED 051 255 (A.1.ART.(1).(b))
National Assessment of Educational Progress, Mathematics Objectives.
ED 063 140 (A.1.MATH.(1).(b))
National Assessment of Educational Progress, Report 1–Science: National Results and Illustrations of Group Comparisons.
ED 055 786 (A.1.SCI.(1).(d))
National Assessment of Educational Progress, Report 1–Science: National Results. Observations and Commentary of a Panel of Reviewers.
ED 055 785 (A.1.SCI.(1).(d))
National Assessment of Educational Progress, Volume 4 Number 3.
ED 050 996 (A.GEN.c)
National Assessment of Educational Progress. 1969-1970 Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex, (National Assessment Report 7).
ED 067 220 (A.1.SCI.(1).(d))
National Assessment of Educational Progress. 1969-1970 Writing: Group Results for Sex, Region, and Size of Community (Preliminary Report).
ED 051 246 (A.1.WRIT.(1).(d))
National Assessment of Educational Progress. 1969-1970 Writing: National Results.
ED 051 245 (A.1.WRIT.(1).(d))
National Assessment Report 4 1969-1970 Science: Group Results for Sex, Region, and Size of Community.
ED 063 101 (A.1.SCI.(1).(d))
Questions and Answers about the National Assessment of Education Progress.
ED 067 398 (A.GEN.c)
Reading Objectives.
ED 041 010 (A.1.READ.(1).(b))
Reading: Summary. National Assessment of Educational Progress. A Project of the Education Commission of the States. Report 02-R-00.
ED 067 654 (A.1.READ.(1).(d))
What Is National Assessment?
ED 067 394 (A.GEN.c)

National Association of Secondary School Principals, Reston, Va.
Putting It in Writing: Some Notes on the Teaching of Composition.
ED 124 946 (B.GEN.b)
The Renaissance in Economic Education. Research/Ideas/Practice.
ED 211 432 (B.GEN.b)

National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Digest of Educational Statistics, 1972 Edition.
ED 083 677 (B.GEN.b)
National Assessment and Social Indicators, January 1973.
ED 082 290 (B.GEN.b)

National Center for Education Statistics (DHEW), Washington, D.C.
Digest of Educational Statistics, 1974 Edition.
ED 104 018 (B.GEN.b)
Digest of Education Statistics. 1975 Edition.
ED 123 755 (B.GEN.b)

National Conference on Research in English.

Help for the Teacher of Written Composition (K-9): New Directions in Research.
ED 120 731 (B.GEN.b)

National Council for the Social Studies, Washington, D.C.
An Analysis of a Selected Set of Exercises from the National Assessment of Educational Progress, Social Studies 1971-1972: Knowledge of Institutions–Task 3. Final Report.
ED 100 742 (B.GEN.b)
Criterion-Referenced Testing for the Social Studies. Bulletin 64.
ED 196 784 (B.GEN.b)
Critique of NAEP Objectives: Citizenship and Social Studies [and] Critique of NAEP Procedures–Task 1. Final Report Parts 1 and 2.
ED 100 740 (B.GEN.b)
Dissemination–Task 5. [And] Social Studies Educators Rate the NAEP Social Studies Exercises–Task 6. Final Reports.
ED 100 746 (B.GEN.b)
Evaluating Social Studies and Citizenship Education.
ED 100 744 (B.GEN.b)
National Assessment and Social Studies Education: A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies.
ED 111 748 (A.1.SOC.(1).(d))
On the Need for Criterion Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship.
ED 100 745 (B.GEN.b)
Potential Uses of the National Assessment Model at the State and Local Levels–Task 4. Final Report.
ED 100 743 (B.GEN.b)
A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies. National Assessment and Social Studies: The Setting.
ED 100 739 (B.GEN.b)
Validity of Social Studies and Citizenship Exercising–Task 2. Final Report.
ED 100 741 (B.GEN.b)

National Council of Teachers of English, Urbana, Ill.
National Assessment and the Teaching of English; Results of the First National Assessment of Educational Progress in Writing, Reading, and Literature–Implications for Teaching and Measurement in the English Language Arts.
ED 112 427 (B.GEN.b)
SLATE (Support for Learning and Teaching of English). Volume 2.
ED 146 629 (B.GEN.b)

National Council of Teachers of Mathematics, Inc., Reston, Va.
Results from the First Mathematics Assessment of the National Assessment of Educational Progress.
ED 156 443 (B.1.MATH.(1).(d))
Results from the Second Mathematics Assessment of the National Assessment of Educational Progress.
ED 204 107 (B.1.MATH.(2).(d))

National Council on Measurement in Education, East Lansing, Mich.
Measurement in Education: National Assessment Says.
ED 051 298 (B.GEN.a)

National Education Association, Washington, D.C.
National Educational Assessment: Pro and Con.
ED 070 172 (B.GEN.c)
Teachers and Achievement Testing.
ED 151 355 (B.GEN.c)

National Evaluation Systems, Inc., Amherst, Mass.
Connecticut Assessment of Educational Progress: Citizenship/Social Studies, 1977-78. Summary and Interpretations.
ED 162 927 (B.GEN.b)

National Reading Center Foundation, Washington, D.C.
Adult Reading Abilities: Definitions and Measurements.
ED 068 810 (A.1.READ.(1).(d))
Writing Abilities of American Young Adults.
ED 068 811 (B.1.WRIT.(1).(d))

National School Public Relations Association, Arlington, Va.
The Competency Challenge: What Schools Are Doing.
ED 162 417 (B.GEN.b)

National School Public Relations Association, Washington, D.C.
The Shape of Education for 1971-72.
ED 053 086 (B.GEN.b)

National Science Teachers Association, Washington, D.C.
National Assessment Findings in Science 1969-70, What Do They Mean?
ED 091 169 (B.1.SCI.(1).(d))
What Research Says to the Science Teacher, Volume 3. Science Education Information Report.
ED 205 367 (B.GEN.b)

New England Association for Measurement and Evaluation in Guidance.
The Use, Misuse, and Abuse of Tests.
ED 051 281 (B.GEN.b)

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
National Assessment and Rural Education.
ED 085 127 (B.GEN.c)

North Carolina Univ., Chapel Hill. L.L. Thurstone Psychometric Lab.
The Essence of Balancing: Adjustment of Group Effects.
ED 104 936 (B.GEN.a)
An Evaluation of Some Methods Used in the National Assessment of Educational Progress. Final Report.
ED 131 119 (B.GEN.a)

North Dakota State Dept. of Public Instruction, Bismarck.
Mathematics in North Dakota. Summary of Performance for Eleventh Grade Mathematics Assessment, Spring, 1978.
ED 189 185 (B.GEN.b)
Mathematics in North Dakota. Summary of Performance for Fourth and Eighth Grade Mathematics Assessment, Spring, 1979.
ED 189 186 (B.GEN.b)
Reading in North Dakota. A Statewide Assessment of Reading Performance: Grades Four, Eight and Eleven, 1976-77 School Year.
ED 189 187 (B.GEN.a)

North Dakota Study Group on Evaluation, Grand Forks.
A View of Power: Four Essays on the National Assessment of Educational Progress.
ED 171 743 (B.GEN.b)

Northwest Regional Education Lab., Portland, Oreg. Clearinghouse for Applied Performance Testing.
Writing Assessment for the 1980s. Proceedings of a National Conference on the Assessment of Writing (Boulder, Colorado, June 13, 1980).
ED 195 576 (B.GEN.a)

Norwich Board of Education, Conn.
Developing and Testing an Instrument to Assess Performance Skills That Are Important in a Variety of Occupations. Final Report.
ED 177 329 (B.SPEC.c.(1).(b))

Office of Education (DHEW), Washington, D.C. Right to Read Program.
Functional Literacy: Basic Reading Performance; A Brief Summary and Highlights of an Assessment of 17-Year-Old Students in 1974 and 1975.
ED 133 704 (A.SPEC.f.(1).(d))

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Basic Mathematics Skills and Vocational Education. Information Series No. 199.
ED 186 608 (B.GEN.b)

Open Court Publishing Co., La Salle, Ill.
Papers on Educational Reform, Volume IV.
ED 093 778 (B.GEN.c)

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Needs Assessment.
ED 136 355 (B.GEN.c)

Pacific Training and Technical Assistance Corp., Berkeley, Calif.
Measures of Non-Academic Functional Literacy in Children. An Evaluation of Available Instruments.
ED 170 351 (B.GEN.b)

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
How Much Are Our Young People Learning? The Story of the National Assessment. Fastback 68.
ED 123 244 (B.GEN.b)

Research Consortium for Educational Assessment.
Maine Assessment of Educational Progress, Report 2. Results Report 1: Citizenship and Writing, 1972.
ED 080 598 (B.GEN.a)

Research for Better Schools, Inc., Philadelphia, Pa.
A Design to Study the Effectiveness of Well-Implemented Individualized Instruction in Compensatory Reading and Mathematics Programs. Final Report.
ED 117 215 (B.GEN.b)

Research Triangle Inst., Durham, N.C.
An Analysis of the Results of the Florida Educational Assessment Using the NAEP

Model. Reading and Mathematics, 1974-75.
ED 137 412 (B.GEN.a)
Exercise Administrator Administrative Instructions for Age Classes 1, 2 & 3. Year 11, October 1979-May 1980.
ED 206 669 (A.1.READ.(3).(c))
National Assessment of Educational Progress DS [District Supervisor] Training Manual, Year 11.
ED 206 668 (A.1.READ.(3).(c))
Supplementary Frame Assessment Phase II Manual.
ED 206 670 (A.GEN.a)

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
Minnesota Educational Assessment: A Comprehensive Planning Study.
ED 084 657 (B.GEN.a)

Research Triangle Inst., Durham, N.C. Statistics Research Div.
No-Show Analysis. Final Report.
ED 206 672 (A.1.SCI.(2).(c))
Some Implications of the National Assessment Model and Data for State and Local Education.
ED 074 620 (B.GEN.a)

Research Triangle Inst., Research Triangle Park, N.C.
In-School Field Operations and Data Collection Activities, Year 11. Final Report.
ED 206 695 (A.GEN.a)
In-School Quality Check Activities. Final Report of Year 11.
ED 206 694 (A.GEN.a)
NAEP Year 11 Design Efficiency Study. Final Report.
ED 206 709 (A.GEN.a)
National Assessment Approach to Sampling Error Estimation. Sampling Error Monograph.
ED 206 671 (A.GEN.a)
Sampling and Weighting Activities for Assessment Year 11. Final Report on National Assessment of Educational Progress.
ED 206 703 (A.GEN.a)

Research Triangle Inst., Research Triangle Park, N.C. Center for Sampling Research and Design.
Year 11 Primary Sample for the National Assessment of Educational Progress. Final Report.
ED 208 008 (A.GEN.a)

Richfield Public Schools, Minn.
Educators Look at Reading Results; Summary of Findings and Preliminary Interpretation by the Richfield Reading Data Analysis Committee.
ED 128 363 (B.GEN.a)

Saskatchewan Univ., Saskatoon. Extension Div.
Educational Indicators of Development. Education and Socioeconomic Development, Monograph III.
ED 199 283 (B.GEN.b)

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
GPO: Send Me The Primary Effects of Common Instruction! Professional Paper 34.
ED 129 908 (B.GEN.c)

Texas Education Agency, Austin.
Citizenship. A Statewide Assessment in Texas.
ED 170 347 (B.GEN.a)

Westat Research, Inc., Rockville, Md.
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature.
ED 096 348 (B.GEN.a)
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature. Appendix.
ED 096 349 (B.GEN.a)

Westinghouse DataScore Systems, Iowa City, Iowa.
Printing and Scoring Activities, Final Report, Year 11, National Assessment of Educational Progress.
ED 210 299 (A.GEN.a)

Westinghouse Learning Corp., Iowa City, Iowa.
An Analysis of the Results of the Florida Educational Assessment Using the NAEP Model. Reading and Mathematics, 1974-75.
ED 137 412 (B.GEN.a)

IV. SOURCES OF DOCUMENTS

Original copies of most of the documents cited in this bibliography reside with the Educational Testing Service (ETS), Princeton, NJ 08541.

Microfiche and/or paper copy of documents bearing ED accession numbers can be purchased from the ERIC Document Reproduction Service (EDRS), PO Box 190, Arlington, VA 22210. (Tel. 703/841-1212). EDRS sells microfiche copies and paper copies of documents on an on-demand basis. Fiche costs $.97 per title (up to five cards) and $.20 for each additional fiche card required. On-demand paper copies cost $2.15 for 1-25 pages and $1.75 for each additional 25 pages required. Order by ED number.

It is more difficult to provide copies of journal articles because of copyright restrictions on the original journals. However, most articles bearing EJ accession numbers can be obtained from reprint services such as University Microfilms International (Article Reprint Service), 300 North Zeeb Road, Ann Arbor, MI 48106 (Tel. 800/521-0600); or the Institute for Scientific Information, Original Article Tear Sheet Service, 325 Chestnut Street, Philadelphia, PA 19106 (Tel. 800/523-1850).

☆ U.S. Government Printing Office 1984 - 776-473/27 Reg. 3